DOCUMENT RESUME

ED 468 786 HE 035 254

| | |
|---|---|
| TITLE | Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2002 Update. |
| INSTITUTION | Florida State Council for Education Policy, Research and Improvement, Tallahassee. |
| PUB DATE | 2002-05-00 |
| NOTE | 93p.; Prepared in Response to Specific Appropriations 187 through 192 of the 2001 General Appropriations Act, Chapter 2001-253, Laws of Florida. |
| AVAILABLE FROM | For full text: http://www.cepri.state.fl.us/pdf/ 2002%20Cohort%20Report.pdf. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | EDRS Price MF01/PC04 Plus Postage. |
| DESCRIPTORS | *Academic Persistence; Cohort Analysis; Dropouts; *Educational Attainment; *High School Graduates; High Schools; *Higher Education; *Outcomes of Education; Tables (Data) |
| IDENTIFIERS | *Florida |

ABSTRACT

This status report documents the postsecondary progress of the 1993-1994 Florida public high school graduating class through the spring term of 2001, or 7 years after high school graduation. The two major outcomes addressed were baccalaureate degree completion and the time/credit hours to baccalaureate degree completion. The study focused on 1993-1994 public high school graduates who by fall 1994 enrolled in baccalaureate degree programs or associate in arts or general freshman community college programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including precollege student attributes, college student experiences, and institutional characteristics. There were 90,072 graduates from Florida public high schools in 1993-1994. Of these, 82,787 (91.9%) had valid social security numbers for subsequent tracking. Of these, 39,095 (47.2%) were found enrolled the following fall semester in institutions in the cohort study database. An additional 10% were estimated to have enrolled at postsecondary institutions out of state, for an overall continuation rate of about 57%. By spring 2001, the vast majority (74.4%) of students in the cohort still had not earned any credential at a state university or community college, reflecting both modest levels of initial postsecondary participation and academic progression. The highest degree held by 14.5% of the cohort overall was a bachelor's degree, and this was the highest degree for 58% of those who enrolled immediately after high school graduation. Findings show that high school preparation and academic achievement matter, and that there are things students can do to enhance their chances of receiving a degree. Data are provided on student characteristics, including race/ethnicity and socioeconomic status. Six appendixes present details about the cohort, including results from a model predicting likelihood of degree completion. (Contains 68 tables and 2 figures.) (SLD)

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Council for Education Policy,
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# POSTSECONDARY PROGRESSION OF 1993-94 FLORIDA PUBLIC HIGH SCHOOL GRADUATES: 2002 UPDATE

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**May 2002**

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- Prepare and submit to the Florida Board of Education a long-range master plan for education. The plan must include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, and needs of particular subgroups of the Commissioner of Education.

- Prepare and submit for approval by the Florida Board of Education a long-range performance plan for K-20 education in Florida, and annually review and recommend improvement in the implementation of the plan.

- Provide public education institutions and the public with information on the K-20 education accountability system, recommend refinements and improvements, and evaluate issues pertaining to student learning gains.

- On its own initiative or in response to the Governor, the Legislature, the Florida Board of Education, or the Commissioner of Education, issue reports and recommendations on matters relating to any education sector.

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Further, information about the Council, its publications, meetings and other activities may be obtained from the Council's office, Office of Legislative Services, 111 West Madison Street, Suite 574, Tallahassee, Florida 32399-1400, telephone (850) 488-7894; FAX (850) 922-5388; Website – www.cepri.state.fl.us.

**Council For Education Policy, Research And Improvement**

# POSTSECONDARY PROGRESSION OF 1993-94 FLORIDA PUBLIC HIGH SCHOOL GRADUATES: 2002 UPDATE

Prepared in Response to Specific Appropriations 187 through 192
of the 2001 General Appropriations Act
Chapter 2001-253, Laws of Florida

May 2002

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## EXECUTIVE SUMMARY

### Legislative Charge

In proviso language accompanying Specific Appropriations 187 through 192 of the General Appropriations Act, the 2001 Legislature directed the Council for Education Policy, Research and Improvement, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, or their successors to:

> *continue its longitudinal cohort study of the progression of public high school graduates as they enroll in, advance through, and graduate from the state's postsecondary education delivery system and enter the workforce. A progress report shall be submitted to the Governor, Legislature and the State Board of Education by May 31, 2002.*

This study is also referred to as the "Student Progression Study."

### Study Background and Purpose

This status report documents the postsecondary progress of the 1993-94 Florida public high school graduating class through the Spring term of 2001, or seven years after high school graduation. The two major outcomes addressed in this progress report were baccalaureate degree completion and the time/credit hours to baccalaureate degree completion. The study focused on 1993-94 public high school graduates who by Fall 1994 enrolled in baccalaureate degree programs or associate in arts or general freshman community college programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including pre-college student attributes, college student experiences, and institutional characteristics.

### Findings

Cohort Overview

There were 90,072 graduates from Florida public high schools in 1993-94. Of these 82,787 (91.9 percent) had valid social security numbers for subsequent tracking.

*Gender.* The high school graduating cohort was 52.5 percent female. Among students who matriculated to a postsecondary institution in Fall 1994, females increased their share of the enrollment in all sectors. This increase was most pronounced in the independent sector.

*Race/Ethnicity.* When comparing the student enrollment distribution of public high school graduates to that of students who matriculated to a postsecondary institution in Fall 1994:

- The enrollment share of white students increased among students who matriculated to the Community College System (CCS) and State University System (SUS).

- The enrollment share of black students decreased among community college and state university matriculants but increased among students who matriculated to one of the Independent Colleges and Universities of Florida (ICUF).

- The enrollment share of Hispanic students decreased among SUS and ICUF matriculants but increased slightly among CCS matriculants.

*Family Income.* From the available data, the estimated family income of students in the SUS cohort more frequently fell within the upper income ranges than did family incomes of students in the ICUF and CCS cohorts.

*High School Academic Profiles.* High school transcript analysis revealed that 43 percent of the 1993-94 graduates had completed the course distribution prescribed for SUS admission. Students matriculating at a state university were far less likely to require remediation and more likely to have gained credit through acceleration mechanisms such as dual enrollment and credit by examination.

*Initial Postsecondary Sector Attended.* Of the 82,787 1993-94 public high school graduates, 39,095 (47.2 percent) were found enrolled the following fall semester in institutions included in the cohort study database. An additional 10 percent were estimated to have enrolled at postsecondary institutions out of state, for an overall continuation rate of about 57 percent.

- 15 percent of the high school graduating class initially enrolled in the State University System.

- 28.8 percent enrolled at a community college.

- 3.4 percent enrolled at one of the Independent Colleges and Universities of Florida.

*Part-Time and Full-Time Enrollment.* Students in the SUS cohort were much more likely to enroll full-time (95 percent) in Fall 1994 than were students in the CCS cohort (66 percent).

*Working While Enrolled.* As students progressed through their postsecondary careers, the percentage working while enrolled in classes increased, from 25 percent in Fall 1994 to 72 percent in Fall 2000. Community college matriculants were more likely than their state university counterparts to work while attending college.

*Financial Aid.* Seventy-five percent of the SUS cohort received financial aid in Fall 1994, compared to 46 percent of the CCS cohort.

- Whereas the majority of financial aid awarded to the CCS cohort was need-based throughout the seven-year tracking period, financial aid awarded to students in the SUS cohort in their first four years of enrollment was primarily non-need based. In both cohorts, the distribution of aid dollars awarded became decidedly more need-based over the course of the tracking period.

- Cumulative loan debt increased as students obtained higher levels of degrees. The accumulated debt burden was also generally higher for students with financial need. Among students whose highest level of educational attainment by Spring 2001 was a bachelor's degree, median cumulative debt was about $14,000 for state university native students and $10,000 for community college transfers.

Seventh Year Progression Findings

*Highest Credential Held.* As of Spring 2001, the vast majority (74.4 percent) of students in the cohort still had not earned *any* credential at a state university or community college, reflecting high school graduates' modest levels of initial postsecondary participation as well as the academic progression of matriculants to postsecondary education. Among the students who enrolled in college immediately following high school graduation, 62 percent of the CCS cohort had no postsecondary credential by Spring 2001, compared to 28.7 percent of the SUS cohort.

The highest degree held for 14.5 percent of the cohort overall was a bachelor's degree, while 7.9 percent held an associate degree. Among students who enrolled in college immediately following high school graduation:

- A bachelor's degree was the highest credential held for 58 percent of the students.

- An associate's degree was the highest credential held for 18.6 percent of the students. Another 15.6 percent had obtained a baccalaureate degree, and 0.8 percent had obtained a post-baccalaureate degree.

*Paths to the Baccalaureate Degree.* For students who had earned a bachelor's degree at a state university by Spring 2001, the most prevalent degree path was that of the native state university student who never transferred out of the SUS. This route was taken by nearly 57 percent of bachelor's degree earners. The two-plus-two transfer model was a distant second, accounting for about 26 percent of all bachelor's degree earners.

*Graduation Rates.* The overall seven-year baccalaureate attainment rate for the cohort was 39.9 percent, compared to the six-year graduation rate of 35.7 percent. The seven-year rate was 63.9 percent for the SUS cohort and 21.3 percent for the CCS cohort. Other highlights through the Spring term of 2001:

- Graduation rates increased with high school academic preparation and performance, family income, and full-time attendance.

- Multiple transfers, as measured by the number of unique institutions attended over the tracking period, were generally associated with lower graduation rates.

- The graduation rate was higher for females (42.8 percent) than for males (35.9 percent).

- Graduation rates were higher for Asian and white students (about 46 percent) than for black and Hispanic students (about 29 percent).

Multivariate Analyses

Multivariate analyses were conducted in order to determine the impact of a given variable, in the presence of other factors, on (1) the likelihood of bachelor's degree completion and (2) time to degree.

*Factors Predicting Bachelor's Degree Completion.* The following conclusions were drawn from the multivariate analysis of the likelihood of baccalaureate degree completion within seven years:

- High school academic preparation and achievement matter. Among student demographic and secondary performance factors, high school grade point average had the strongest effect on baccalaureate degree completion. Although community college matriculants were predicted less likely to earn a bachelor's degree in a seven-year period, community college starters with better high school grade point averages reduced the gap on students who started at a state university.

- Although where a student initially enrolls may be dictated by academic, financial, or geographical considerations, there are things students can do to enhance the likelihood of completing the bachelor's degree. Among the postsecondary enrollment factors, starting at a state university, full-time enrollment, and postsecondary first-term grade point average appeared to have the strongest effect on the likelihood of earning the degree within seven years. Also, the more a student changes institutions, the less likely he or she is to earn a baccalaureate in the time frame specified here.

- For community college matriculants, earning an associate's degree more than doubled the likelihood of earning a bachelor's degree within seven years. Though a difference remained, the likelihood of baccalaureate degree completion for students from the community college cohort who completed an associate's degree approached that of state university native students.

*Factors Explaining First Bachelor's Time-to-Degree.* The following conclusions were drawn from the multivariate analysis of time to degree completion. Given the limited seven-year tracking period:

- The number of terms needed to earn the first bachelor's degree was decreased the most by the student's high school grade point average.

- Conversely, time to degree increased most as a result of pursuing a longer-than-average academic major and the number of "stopouts" in attendance.

- Beginning enrollment at a state university as opposed to a community college decreased the time to degree; however, controlling for other variables in the model, time to degree decreased by only half of one semester for students in the SUS cohort.

**Conclusion**

An internet-based application tool has been developed in concert with this study to demonstrate the interactive nature of the multivariate model derived to predict the likelihood of bachelor's degree completion within seven years. This tool calculates bachelor's degree completion probabilities based on a variety of user-designed scenarios. To specify scenarios of interest, visit the Council's website at http://www.cepri.state.fl.us. The Council plans to track the Florida public high school graduating class of 1993-94 for outcomes through the Spring term of 2004, or ten years following high school graduation.

## INTRODUCTION

### Legislative Charge

In proviso language accompanying Specific Appropriations 187 through 192 of the General Appropriations Act, the 2001 Legislature directed the Council for Education Policy, Research and Improvement, in conjunction with the Department of Education, State Board of Community Colleges, and Board of Regents, or their successors to:

> *continue its longitudinal cohort study of the progression of public high school graduates as they enroll in, advance through, and graduate from the state's postsecondary education delivery system and enter the workforce. A progress report shall be submitted to the Governor, Legislature and the State Board of Education by May 31, 2002.*

This study is also referred to as the "Student Progression Study."

### Study Background and Purpose

The 1998 ***Master Plan for Florida Postsecondary Education*** called for raising the educational attainment of Floridians by increasing participation and completion rates for both recent high school graduates as well as working age adults to meet the workforce demands of a knowledge-based economy. Since Florida's system relies heavily on the two-plus-two concept of articulation, a primary key to better student progression is the ability of students to move smoothly from one sector to another to continue their education. A longitudinal cohort study of high school graduates offers the opportunity to analyze a variety of factors related to accomplishing the State goal of enhancing student access to baccalaureate degrees.

In May 2001, the Postsecondary Education Planning Commission released a comprehensive report on baccalaureate degree attainment entitled ***Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2001 Update***. The public high school graduating class of 1993-94 was selected as the initial cohort to follow through college and into the workforce because it was the first class for which reliable high school course data were available from the state level database serving the Division of Public Schools. The two major outcomes addressed in this progress report were baccalaureate degree completion and the time/credit hours to obtainment of the baccalaureate degree. The study focused on 1993-94 public high school graduates who by Fall 1994 enrolled in baccalaureate degree programs or community college associate in arts or general freshman programs. Analyses examined the relationship between the outcomes of interest and a variety of factors, including pre-college student attributes, college student experiences, and institutional characteristics.

The current analysis updates earlier reports and provides progression data through the 2000-01 academic year. In addition, this analysis contains financial aid data not available for previous publications.

## METHODOLOGY

The College Board, ACT, and the following state agencies have provided follow-up data on the cohort through 2000-01: the Department of Education, Florida Community College System (CCS), State University System of Florida (SUS), Division of Colleges and Universities, Office of Student Financial Assistance (OSFA), and Department of Labor and Employment Security. This collaborative effort has yielded a rich repository of data on student demographics, high school course work, standardized test scores, student aspirations, enrollment, family income, financial aid, degree program and completion, and employment history. The Council gratefully acknowledges the contributions made by all those who provided data for the study.

Descriptive statistics were generated for all public high school graduates as well as for those graduates who matriculated in Fall 1994 to the CCS, SUS, and independent four-year sector. Secondly, five-year, six-year, and seven-year graduation rates were calculated for the cohort of Fall 1994 matriculants as a whole. Graduation rates were then calculated for subsets of the cohort on a number of variables thought to be related to degree completion. A probit analysis, a statistical technique appropriate for modeling the probability of binary responses or outcomes, was also conducted to derive a statistical model of factors predictive of baccalaureate degree completion within the tracking period. This maximum likelihood method of analysis estimates the parameters in order to achieve the greatest probability of observing the actual data.[1] Finally, a multivariate ordinary least squares (OLS) regression was constructed as an explanatory model of students' time to the completion of their first baccalaureate degree. In contrast to the probit model above, the OLS technique is more appropriate for analyzing time to degree, given the variable's continuous nature.

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[1] Maddala, G.S. (1983). *Limited-Dependent and Qualitative Variables in Econometrics*. Cambridge: Cambridge University Press.

## COHORT OVERVIEW

There were 90,072 graduates from Florida public high schools in 1993-94. Of these 82,787 (91.9 percent) had valid social security numbers. The analysis of their courses revealed that 35,687 of the graduates had completed the course distribution prescribed for SUS admission (43 percent of 82,787). Students were designated as either native associate in arts or general freshman community college students, native SUS students, or native independent college/university students depending upon their enrollment in Fall 1994. In the event that individuals were enrolled in the SUS and CCS simultaneously, they were categorized as native SUS students. In the event that individuals were enrolled in the public and independent sectors simultaneously, they were categorized as native independent students.

The 2001 report ***Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2001 Update*** included an in-depth description of initial enrollment patterns and academic preparation characteristics of the 1993-94 cohort. Some of those findings are summarized below.

### Demographic Characteristics

- Gender – The high school graduating cohort was 52.5 percent female and 47.5 percent male. The relative representation of females increased among Fall 1994 matriculants to Florida postsecondary education. This increase was most pronounced in the independent sector of higher education.
- Race/Ethnicity – White students accounted for 60.5 percent of the public high school graduates, black students 18.9 percent, Hispanic students 12.8 percent, and Asian students 2.7 percent. Among Fall 1994 matriculants to postsecondary education, the relative representation of white students increased in the CCS and SUS. The enrollment share of black students decreased among CCS and SUS matriculants but increased among students matriculating to ICUF institutions. Hispanic students represented a lower share of SUS and ICUF matriculants than they did among public high school graduates, but their enrollment share among CCS matriculants increased by three percentage points.
- Family Income – Income estimates existed for 31,584 (38.2 percent) of the high school graduating cohort. This included 74 percent of ICUF matriculants, 81 percent of SUS matriculants, and 42 percent of CCS matriculants. The estimated family incomes of SUS matriculants more frequently fell within the upper income ranges, with 30 percent of students reporting annual family incomes of $60,000 or more. This compared to 21 percent and 17 percent for the ICUF and CCS cohorts, respectively. Only 30 percent of SUS matriculants reported a family income of less than $30,000, compared to about 40 percent for both the ICUF and CCS cohorts.

**Initial Postsecondary Sector Attended**

- Of the 82,787 1993-94 public high school graduates, 39,095 (47.2 percent) were found enrolled the following fall semester in institutions included in the cohort study database. This includes institutions in the Community College System (CCS), State University System (SUS), and Independent Colleges and Universities of Florida (ICUF). This continuing education rate includes students who enrolled in Fall 1994 or began in Summer and continued into the Fall term. An estimate of 10 percent of recent high school graduates enrolling out of state[2] would bring the cohort's Fall 1994 matriculation rate to about 57 percent. A national study of Fall 1994 postsecondary continuation rates ranked Florida 44th nationally on that measure.[3]
- Students initially enrolling in the State University System numbered 12,383, or 15 percent of the prior year's public high school graduates.
- Students initially enrolling in the Community College System numbered 23,862, or 28.8 percent of the prior year's graduating class.
- Students initially enrolling in ICUF institutions numbered 2,850, or 3.4 percent of the prior year's graduates.

**Characteristics of Matriculants**

- Academic Achievement Measures - On average, the cumulative high school grade point average and standardized test scores for the SUS cohort were higher than those of the CCS and ICUF cohorts. This is due in large part to the open enrollment policy of the CCS.
- Remediation Needs - There was a large discrepancy between the remediation needs of the CCS and SUS cohorts, with CCS starters much more likely to need remediation than SUS starters.
- Acceleration Credits - Of the 82,787 1994 public high school graduates, 14,938 (18 percent) had taken dual enrollment courses or received acceleration credit.
- Part-Time and Full-Time Enrollment – The percentage of the CCS cohort attending full-time in Fall 1994 was 66 percent, compared to 95 percent for the SUS cohort.

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[2] Mortenson, T.G. (1998, April). Interstate migration of college undergraduates. *Postsecondary Education OPPORTUNITY*, No. 70, p. 12. Oskaloosa, IA: The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. Downloaded from http://www.postsecondary.org

[3] Mortenson, T.G. (1996, July). Chance for college by age 19 by state in 1994. *Postsecondary Education OPPORTUNITY*, No. 49, p. 7. Oskaloosa, IA: The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. Downloaded from http://www.postsecondary.org

## SEVENTH YEAR PROGRESSION FINDINGS

The findings that follow represent data through the 2000-01 academic year.

### Delayed Entry

The current study focuses primarily on high school graduates who enrolled immediately in Florida colleges and universities in Fall 1994. Therefore, students who delayed entry into Florida postsecondary education are excluded from subsequent graduation rate and multivariate analyses. The number of students who matriculated to the CCS as first-time-in-college (FTIC) students after 1994-95 was 6,292, or 23 percent of the total FTIC students in the CCS over the seven year tracking period. Only 368 individuals enrolled as FTIC students in the SUS after 1994-95, amounting to three percent of all SUS FTICs over the seven years **(Figure A-1)**.

### Term-by-Term Enrollment and Baccalaureate Progression Patterns

**Table A-1** provides a first descriptive look at the postsecondary progression patterns of the Fall 1994 SUS and CCS matriculant groups through a series of term-by-term snapshots of student enrollment and bachelor's degree attainment over the tracking period. Possible outcomes within each term were defined as follows: still enrolled in the postsecondary system of origin, enrolled in another system (CCS, SUS, or ICUF), earned a bachelor's degree in the SUS, or not found. The "Not Found" category includes students who received a credential other than a bachelor's degree from a state university.

The group of SUS matriculants displayed what might be termed a "traditional" pattern of postsecondary progression, as bachelor's degrees earned had begun to replace enrollment counts in fairly sizable numbers by the end of the fourth year. Furthermore, in Spring 2001, only 18.1 percent of the SUS cohort had not received a degree and was not enrolled in any sector. Thirteen percent of the cohort was still enrolled in a state university and 4.6 percent were found enrolled in a community college.

The progression of the community college cohort was much less linear, as over 30 percent of the students who started at a community college in Fall 1994 were no longer found enrolled in any system by Fall 1995, the next fall term. By Spring 2001, almost two-thirds of the community college starters were no longer enrolled and 16.3 percent had received a bachelor's degree. While a majority of the CCS cohort was no longer enrolled and had not yet received a bachelor's degree, many in this group have received other postsecondary credentials (A.A. degree, A.S. degree, vocational certificate, etc.).

### Working While Enrolled

As students progressed through their postsecondary career, the percentage working while enrolled increased, from 25.3 percent in Fall 1994 to 72.3 percent in Fall 2000

(**Table A-2a**). For purposes of this analysis, work was included only if the student had earned at least $975 in wages per employment quarter. This figure is based on the assumption of a student working 15 hours per week at a minimum wage of $5 per hour during a 13-week employment quarter. Across sectors, working patterns varied. For those students matriculating into the SUS, 40.3 percent never worked while enrolled during any semester over the tracking period (**Table A-2b**). In contrast, only 25 percent of the CCS cohort never worked while enrolled.

**Financial Aid**

Students in the cohort received financial aid of four basic types -- grants, loans, scholarships, and work-study -- from four basic sources -- federal, state, institutional, and private/other. These types of aid were broadly categorized as either need-based or non-need based. The total financial aid dollars awarded to the CCS and SUS cohort for fall and spring enrollment terms are provided in **Tables D-1** and **D-2**. Whereas the majority of financial aid awarded to the CCS cohort was need-based throughout the seven-year tracking period, the financial aid awarded to the SUS cohort through the first four years was primarily non-need based. In both cohorts, the distribution of aid dollars awarded became decidedly more need-based over the course of the tracking period, as students exceeded scholarship usage limits or failed to renew them. For the state university cohort, the percentage of need-based aid increased from 43 percent in Fall 1994 to 71 percent in Fall 2000; for community college starters, it increased from 62 percent to 85 percent over the same period.

The percentage of students who received financial aid differed for the CCS and SUS cohorts. Among SUS starters, 75 percent received financial aid in Fall 1994 compared to 46 percent of CCS starters (**Tables D-3** and **D-4**). After two years, the percentage of the CCS cohort receiving aid decreased substantially to 32 percent. Similarly, following four years, the percentage of the SUS cohort receiving aid dropped to 42 percent.

*Cumulative Student Loan Debt*

In general, cumulative loan debt increased as students obtained higher levels of degrees. The accumulated debt burden was also generally higher for students who had demonstrated financial need as evidenced by receipt of the need-based federal Pell grant at any time during the tracking period.

Among community college starters, the median debt was $1,619 for students whose highest credential by Spring 2001 was a vocational certificate; median debt was $4,472 for students whose highest degree was an associate's; and median debt was $10,327 for students for whom the baccalaureate was the highest degree earned. Community college starters without a postsecondary credential of any kind had median debt of $1,312 (**Table D-5**). At all degree levels through the master's degree, the cumulative debt of Pell non-recipients ranged from 60 to 83 percent of that for Pell recipients. This was not the case, however, among students whose highest level of attainment was the vocational certificate, where the median debt of students without a Pell grant slightly exceeded that of Pell recipients.

Among state university starters, the median debt was $8,570 for students whose highest degree by Spring 2001 was an associate's; median debt was $14,141 for students whose highest degree was the baccalaureate; and median debt was $17,437 for students for whom a master's degree was the highest level of attainment. State university starters without a postsecondary credential of any kind had median debt of $5,500 (**Table D-6**). At all degree levels through the master's, the cumulative debt of Pell non-recipients ranged from 62 to 87 percent of that for Pell recipients.

**Seventh Year Degree Outcomes**

*Degrees Awarded*

A total of 28,874 degrees and other credentials were awarded to 1993-94 Florida public high school graduates between 1994 and 2001 (**Table A-3a**). This figure includes a duplicate count for those students receiving more than one degree. For CCS starters there were 13,159 degrees and certificates granted in either the CCS or SUS (**Table A-3b**). A majority of the degrees awarded to students in the CCS cohort were A.A. degrees (54.8 percent), while 29.6 percent were bachelor's degrees. For SUS starters there were 11,321 degrees and certificates granted in either sector. Nearly 70 percent of the degrees awarded to students in the SUS cohort were bachelor's degrees. Reverse transfer activity was reflected by the fact that 8.1 percent of the degrees awarded to state university starters were A.A. degrees. Degree information broken out by sector of initial enrollment and term is provided in **Tables A-4a and A-4b**.

*Highest Credential Held*

As of Spring 2001, the vast majority (74.4 percent) of the 1993-94 cohort of public high school graduates still had not earned *any* credential at a state university or community college, reflecting high school graduates' modest levels of initial postsecondary participation as well as the academic progression of matriculants to postsecondary education. The highest degree held for 14.5 percent of the cohort was a bachelor's degree, while 7.9 percent held an associate degree as their highest level of educational attainment (**Table A-5a**).

Among students who had enrolled in the SUS immediately following high school graduation, an A.A. or A.S. degree was the highest degree held for 6.7 percent of these students by the end of Spring 2001. A baccalaureate degree was the highest degree held for 58 percent of the SUS cohort, and 6.1 percent had earned a post-baccalaureate degree in a state university. For the CCS cohort, an A.A. or A.S. degree was the highest degree obtained by 18.6 percent, 15.6 percent had obtained a baccalaureate degree, and 0.8 percent had obtained a post-baccalaureate degree. Sixty-two percent of the CCS cohort had no credential by Spring 2001, compared to 28.7 percent of the SUS cohort (**Table A-5b**).

*Paths to the Baccalaureate Degree*

By Spring 2001, the number of students earning their first baccalaureate degree at a state university was 12,877. The most prevalent path, taken by 56.8 percent of degree-earners, was that of the native state university student who never transferred out of the SUS (**Table A-6**). The two-plus-two transfer model was a distant second, with A.A.

degree earners who enrolled in a community college in Summer or Fall 1994 accounting for 26.4 percent of all bachelor's degree earners. SUS starters who at some point were "reverse transfers" to the CCS accounted for 3.1 percent of degree earners, and "early" transfers from the CCS to the SUS accounted for 3.7 percent. The remaining ten percent of degree earners took one of the following paths: 1) Started at an ICUF institution and transferred to a state university (1.9 percent), 2) Started at an ICUF institution, received a community college degree and transferred to a state university (0.5 percent), 3) Did not begin in Fall 1994 at an SUS, CCS or ICUF institution and transferred to a state university (4.3 percent), and 4) Did not begin in Fall 1994 at an SUS, CCS or ICUF institution, received a community college degree and transferred to a state university (3.3 percent).

*Graduation Rates*

Prior to computing baccalaureate graduation rates, the cohort was further restricted in order to maximize the validity of cross-sector comparisons. First, unlike the cohort used to generate the descriptive statistics above, only students who had taken credit hours in their first term of postsecondary enrollment were included in the multivariate analyses. Second, students who graduated in districts Escambia and Hendry were excluded because of omissions in the data submitted for those counties. The cohorts used for graduation rates were specified as follows:

*SUS Cohort* - The State University System (SUS) cohort consisted of students who were enrolled in credit hour courses in the SUS in Fall 1994. Students who were found in both the CCS and SUS in Fall 1994 were placed in the SUS cohort. This reduced the number of students from 12,383 to 12,070 for the SUS cohort.

*CCS Cohort* - Students included in the CCS cohort for graduation rates had to be seeking an Associate in Arts degree or be classified as general freshmen. In addition, students must have attempted at least 15 credit hours in the Community College System from 1994 to 1996. If a student had less than 15 credit hours but was later found enrolled in the State University System, he or she was also included. Finally, in order to be included in the cohort, students must have taken an entry-level placement test in the first three years of the tracking period (1994-96). This reduced the CCS cohort from 23,862 to 15,589 students.

Seven-year baccalaureate degree graduation rates were calculated across a wide range of student characteristics and variables. Through the Spring term of 2001:

- The overall seven-year baccalaureate attainment rate for the 27,659 students in the cohort was 39.9 percent, compared to 35.7 percent having received a baccalaureate degree in six years (**Table B-4**).

- Females graduated at a rate of 42.8 percent, while males graduated at a rate of 35.9 percent (**Table B-5**).

- Asian and white students had the highest seven-year graduation rates overall (49.0 percent and 43.9 percent, respectively). Black students had a graduation

rate of 30.2 percent and Hispanic students had a graduation rate of 28.2 percent (**Table B-5**).

- Graduation rates increased as family income increased. Students with estimated family incomes of less than $10,000 had a graduation rate of 37.8 percent while those with estimated family incomes of $70,000 and above had a graduation rate of 61.5 percent (**Table B-6**).

- As high school GPA increased, so too did seven-year graduation rates. Students with high school grade point averages between 2.0-2.49 graduated at a rate of 17.6 percent. In contrast, for students with high school grades of 3.0-3.49 the baccalaureate graduation rate was 48 percent. More than 80 percent of students with a high school GPA of 4.0 or higher earned a bachelor's degree in the SUS within seven years, regardless of the postsecondary education system in which they initially enrolled (**Table B-7**).

- Students who had met the high school academic course requirements for SUS admission had much higher graduation rates than those who did not, with rates of 49.4 percent and 18.5 percent, respectively (**Table B-7**).

    - Graduation rates were also calculated for students on the basis of whether or not they had completed course requirements in high school with a 2.5 GPA in the subject areas required for SUS admission. The subject areas examined were English, mathematics, social studies, natural science, and foreign language. Satisfying the specified criteria in Math was associated with a greater increase in the graduation rate for students in the cohort than for any other subject. This was true for both community college and state university starters (**Table B-8**).

    - Meeting the course requirements made a greater positive impact on the baccalaureate attainment rates for state university starters than for community college starters. Regardless of the subject area, university starters who completed the course requirements with the specified GPA experienced an increased graduation rate of about 20 percentage points. For community college starters the increase was about 15 percentage points across all disciplines (**Table B-8**).

- The number of institutions attended had a varied impact between SUS and CCS starters. For those students beginning in a state university, the greater the number of institutions attended the lower the graduation rate, dropping from 74.2 percent for students attending only one institution. In contrast, for community college starters, the greatest graduation rates were for students who attended either two or three institutions (**Table B-10**).

- To date, the tracking period between the cohort's June 1994 high school graduation and Spring 2001 includes a total of 21 fall, spring, and summer semesters. With regard to the number of postsecondary terms in which a student

was enrolled, a point of diminishing returns was reached after which baccalaureate rates began to decrease. For state university starters, graduation rates were at their highest between 10-14 terms of enrollment, the highest rate being 82.5 percent for students enrolled for 11 terms. For community college starters, graduation rates reached their apex between 13-17 terms, with the highest rate of 50.6 percent for students who attended 15 terms (**Table B-11**).

- For students starting in the SUS cohort, those who were not found working in any semester had the highest graduation rate (72.0 percent). For SUS starters found working between one and ten semesters, the graduation rate was 59.8 percent, compared to 39.4 percent for students found working and enrolled between 11 and 14 semesters. For students starting in the CCS cohort, the pattern is different. Community college starters enrolled and working between one and eight terms had a graduation rate of 19.8 percent, compared to those working between nine and 14 terms who had a graduation rate of 31.4 percent (**Table B-12**).

- The part-time enrollment patterns were markedly different for cohort students who enrolled in the Community College System as opposed to students in the State University System. Nearly 83 percent of community college starters were enrolled part-time in at least one term over the course of the tracking period. In contrast, only 58 percent of the SUS cohort was ever part-time.

    - Seven-year baccalaureate graduation rates were negatively related to part-time enrollment. In the SUS cohort, students who had no part-time terms graduated at a rate of 73.5 percent, while the rate for students with five part-time terms was 41 percent. Part-time enrollment was even more detrimental for students in the CCS cohort. The graduation rate for community college starters with no part-time terms was 30 percent, while the rate for students with five part-time terms was roughly half that (**Table B-13**).

- The community college and state university cohorts also differed in their need for remediation in writing, reading, and mathematics. About one-third of the CCS cohort required remedial work in each subject area, compared to only about five percent of the SUS cohort. The lack of a need for remediation made a greater positive impact on the baccalaureate attainment rates for SUS starters than for CCS starters. Regardless of the subject area, university starters with no need for remediation had graduation rates about 20 percentage points higher than students requiring remediation. For community college starters the increase was about 10 percentage points across all disciplines (**Table B-15**).

- There was a positive relationship between graduation rates and dual enrollment credits attempted. For students in the SUS cohort, the graduation rate for students who had attempted any dual enrollment credits was about 70 percent, compared to a rate of 61 percent for students who had attempted none. The graduation rate for dual enrollment students in the SUS cohort was about the

same regardless of whether the range of credit hours attempted was 1-15 or 46-60. Dual enrollment seemed to be even more valuable with regard to baccalaureate attainment for students in the CCS cohort. For community college starters, students attempting dual enrollment had graduation rates nearly double that of the rate of 18.6 percent for students without dual enrollment (**Table B-16**).

- Similarly, there was a positive relationship between graduation rates and acceleration credits earned through Advanced Placement (AP), the International Baccalaureate program (IB), the College-Level Examination Program (CLEP), or other tests. As with dual enrollment, the SUS cohort's graduation rates were higher than those of the CCS cohort at all levels of test credit earned. Once again, however, the presence of test credit seemed to make a greater impact on the graduation rates of CCS starters (**Table B-17**).

- Earning an Associate in Arts degree from a community college was positively associated with the baccalaureate graduation rate for community college starters but not for university starters (**Table B-18**).

- The overall baccalaureate degree attainment rate within the seven-year tracking period was 63.9 percent for state university starters and 21.3 percent for community college starters (**Table B-19**).

- **Tables B-20 through B-25** chronicle the bachelor's degree graduation rates of cohort students on the basis of whether or not they received financial aid and the type of aid received. In the SUS cohort, graduation rates were highest for students who received non-need aid only (73.4 percent), followed by students who received both need and non-need aid (66.5 percent), followed by students who received need-based aid only (43.4 percent). In the CCS cohort, the relationship was different – baccalaureate attainment rates were highest for students who had received both need and non-need aid (30.5 percent), followed by students who received non-need aid only (27.1 percent). The graduation rate for students who received only need-based aid (13.7 percent) was higher than the rate for students who received no financial aid at all (12.6 percent).

## MULTIVARIATE ANALYSES

Multivariate analytic techniques were employed to gain a better understanding of how these variables impact postsecondary persistence and degree attainment. The same cohort selection criteria utilized in calculating baccalaureate graduation rates were used to estimate two multivariate models discussed below. The cohort was further restricted to include only those students for whom data were available on all the variables in the models. This exclusion of cases for missing data reduced cohort membership by an additional 7.8 percent, from 27,659 to 25,514 members.

### Probit Model: Prediction of Degree Completion

The above cohorts were used to develop a multivariate model of seven-year degree completion. With the dichotomous dependent variable, a probit regression model was used to analyze the effect of certain factors on degree completion.

BAEARNED = CONSTANT + ALTERMS + TERMGPA + HSGPA + CRSMET + INSTS + PTTERMS + WHITE + BLACK + ASIAN + HISP + FEMALE + SUSTART + RETAINED + WRKTERMS + ALLDUAL + ALLTEST + DISABLE + EREMEDW + EREMEDR + EREMEDM + AADEGRE + AA_INT

Where:

| | |
|---|---|
| BAEARNED: | Completion of the bachelor's degree by Spring 2001 (Y=0) |
| ALTERMS: | Total number of terms (summer, fall and spring) in the tracking period in which the student was enrolled. |
| TERMGPA: | Fall 1994 term grade point average (GPA) for students enrolled at the community college or state university.[4] |
| HSGPA: | High school grade point average. |
| CRSMET: | Dichotomous variable indicating if student fulfilled the SUS course requirements, as determined by independent analysis. |
| INSTS: | Number of unique institutions student attended from Fall 1994 to Spring 2001. |
| PTTERMS: | Number of Fall and Spring terms in the tracking period in which the student was enrolled part-time. |
| WHITE: | Dichotomous variable indicating if student was white (X=1). |
| BLACK: | Dichotomous variable indicating if student was black (X=1). |
| ASIAN: | Dichotomous variable indicating if student was Asian (X=1). |
| HISPANIC: | Dichotomous variable indicating if student was Hispanic (X=1). |
| FEMALE: | Dichotomous variable indicating if student was female (X=1). |
| SUSTART: | Dichotomous variable for students who began postsecondary enrollment in a state university in Fall 1994[5] (X=1). |

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[4] If the student was enrolled in both sectors, the Fall 1994 GPA from the state university was utilized.

| | |
|---|---|
| RETAINED: | Dichotomous variable for students who continued their postsecondary enrollment in Fall 1995 in either sector (X=1). |
| WRKTERMS: | The number of fall and spring terms students were found enrolled and working. Only students with semester earnings of $975 or more were included. |
| ALLDUAL: | Sum of all dual enrollment hours attempted. |
| ALLTEST: | Sum of all acceleration test credit awarded. |
| DISABLE: | Dichotomous variable indicating if student reported a disability (X=1). |
| EREMEDW: | Dichotomous variable indicating whether student was determined by a SUS or CCS institution to need remediation in writing (X=1). |
| EREMEDR: | Dichotomous variable indicated whether student was determined by a SUS or CCS institution to need remediation in reading (X=1). |
| EREMEDM: | Dichotomous variable indicated whether student was determined by a SUS or CCS institution to need remediation in mathematics (X=1). |
| AADEGR: | Dichotomous variable indicating that a student, regardless of the postsecondary sector of initial enrollment, completed an Associate in Arts (A.A.) degree at a community college (X=1). |
| AA_INT: | The interaction of AADEGR and SUSTART to account for the differing effects of obtaining an associate's degree at a community college on the probability of degree completion for CCS and SUS starters. |

The above variables were found to be statistically significant ($p<.05$), with the exception of WHITE, ASIAN, HISP, DISABLE, EREMEDR and EREMEDM (**Table B-1a**). In addition, the relationships with the dependent variable, after applying statistical controls, were in the expected directions. The significant variables in a seven-year completion rate are almost identical to those for a six-year completion with the exception of remediation need in reading. In the 2001 update, needing remediation in reading was significant in the model.

In order to gauge the substantive impact of particular variables on the likelihood of baccalaureate degree completion within seven years, predicted probabilities were calculated for different scenarios. **Table B-3** illustrates how the probit model predicted the probability of degree success, given specific student attributes. Students were classified into three different types: *Above Average, Average,* and *Below Average*. *Above Average* students were those with 3.5 high school and term GPAs, had met the SUS course requirements, and had 15 hours each of dual enrollment and acceleration credit. *Average* students were those who had 2.5 high school and term GPAs, had met the SUS course requirements, and had 7 hours both of dual enrollment and acceleration credit. *Below Average* students had 2.0 high school and term GPAs, had not met the SUS course requirements, had no dual enrollment or acceleration credits, and were determined to need remediation in writing. Regardless of the type of student, the probability of degree completion was markedly higher for those students who initially enrolled in the SUS. These predicted probabilities, as presented in Table B-3, are also

[5] If the student was enrolled in both sectors, the State University System was credited with the student's enrollment.

the percent chance for completion, given the specified student characteristics (i.e., a predicted probability of .50 represents a 50 percent chance for completion). For those students who initially matriculated in the SUS rather than the CCS, the percent chance for degree completion almost doubled for *Above Average* students (43 percent to 79 percent) and almost tripled for *Average* students (20 percent to 55 percent).

The impact of earning a community college A.A. degree was different for CCS and SUS starters. For students in the CCS cohort, earning a community college A.A. degree increased a student's probability of baccalaureate degree completion across student profiles. The probability of degree completion nearly doubled for *Above Average* students who earned an A.A. degree, more than doubled for *Average* students, and more than tripled for *Below Average* students. On the other hand, earning an A.A. degree at a community college decreased the likelihood of baccalaureate degree completion for SUS starters across student profiles. For example, if an SUS starter with an *Average* academic profile returned to the community college for an A.A. degree, the student's probability of attaining a bachelor's degree decreased by 35 percent.

For the *Average* student profile, with all student characteristics at the mean or modal value, the impact of earning an A.A. degree for community college starters is substantial. The estimated likelihood of bachelor's completion for community college starters who earned an A.A. degree approaches that of state university native students. As **Figure B-1** demonstrates, community college starters who complete an associate's degree at a community college are nearly as likely to complete a bachelor's degree in seven years as state university starters (43 percent chance compared to 52 percent).

The impact of the number of terms enrolled part-time was also seen across the aforementioned student types. For *Above Average* students who initially enrolled in the SUS, the chance of degree completion in seven years was 94 percent for those students with zero part-time terms. This likelihood decreased dramatically once students reached five part-time terms, reducing the percent to below 50. This trend continued as the number of part-time terms increased, falling below 10 percent for students with ten part-time terms and approaching zero once a student had enrolled in 12 or more part-time terms. Similar patterns emerged for *Average* and *Below Average* students. *Average* students were allowed only two part-time terms before their likelihood of degree completion fell below 50 percent. *Below Average* students faced a more difficult task, as their chance for completion, with one part-time term, was only 41 percent.

Among the different student types, CCS starters exhibited similar effects of part-time enrollment on baccalaureate degree completion. Like their SUS counterparts, *Above Average* students were allowed more part-time terms than *Average* and *Below Average* students before the probability of degree completion became unlikely. However, even for *Above Average* students with zero part-time terms, a substantial gap persists between CCS starters and SUS starters in terms of their likelihood of degree completion (71 percent and 93 percent, respectively).

Whereas the impact of part-time enrollment had dramatic effects on the likelihood of degree completion, working while enrolled had a less significant impact. However, the impact varied by student achievement type and initial sector of enrollment. For

example, the effect of working while enrolled was negligible for *Below Average* CCS starters (6 percent chance of completion for students with no working terms compared to 3 percent for students with 14 working terms). For *Above Average* and *Average* CCS starters, the chance of completion decreased by 13 percentage points and 9 percentage points, respectively, for students with zero and 14 working terms. For all student achievement types of SUS starters, the decrease in probability of completion between zero and 14 working terms was similar.

**Multivariate Regression:**
**Explanatory Model of First Baccalaureate Time-to-Degree**

The above cohorts were used to develop the following multivariate model of time to baccalaureate degree completion.

BACCALAUREATE TIME-TO-DEGREE =

CONSTANT + HSGPA + PTTERMS + FEMALE + SUSTART + TERMGPA + ALLDUAL + ALLTEST + CRSMET + WRKTERMS + DISABLE + EREMNO + AADEGR + STOPOUTS + SUMMER + DMAJOR + MAJORNO2 + STARTERM + ALTERMS + LONGDEGR + AA_INT

Where:

TIME-TO-DEGREE: Time (measured in units of 1) between the term of the baccalaureate degree and the starting term.

| | |
|---|---|
| HSGPA: | High school grade point average. |
| PTTERMS: | Number of fall and spring terms in the tracking period in which the student was enrolled part-time. |
| FEMALE: | Dichotomous variable indicating if student was female (X=1). |
| SUSTART: | Dichotomous variable for students who began postsecondary enrollment in a state university in Fall 1994.[6] |
| TERMGPA: | Fall 1994 term grade point average (GPA) for students enrolled at the community college or state university.[7] |
| ALLDUAL: | Sum of all dual enrollment hours attempted. |
| ALLTEST: | Sum of all acceleration test credit awarded. |
| CRSMET: | Dichotomous variable indicating if student fulfilled the SUS course requirements, as determined by independent analysis (X=1). |
| WRKTERMS: | The number of fall and spring terms students were found enrolled and working. Only students with semester earnings of $975 or more were included. |
| DISABLE: | Dichotomous variable indicating if student reported a disability (X=1). |
| EREMNO: | The number of areas in which a student needed remediation. |

[6] If the student was enrolled in both sectors, the State University System was credited with the student's enrollment.

[7] If the student was enrolled in both sectors, the Fall 1994 GPA from the state university was utilized.

| | |
|---|---|
| AADEGR: | Dichotomous variable indicating that a student completed an Associate in Arts (A.A.) degree at a community college (X=1). |
| STOPOUTS: | Number of fall and spring terms in which a student was not enrolled in the community college or university system. |
| SUMMER: | Number of summer terms in which a student was enrolled in credit hour courses. |
| DMAJOR: | Dichotomous variable indicating whether a student graduated with a double major (X=1). |
| MAJORNO2: | Number of different 2 digit major codes. |
| STARTERM: | Variable indicating whether a student was enrolled in Summer (X=1) or Fall (X=2) 1994. |
| ALTERMS: | Total number of terms (summer, fall and spring) in the tracking period in which the student was enrolled. |
| LONGDEGR: | Any degree program requiring 128 semester hours or more to complete. |
| AA_INT: | The interaction of AADEGR and SUSTART to account for the differing effects of getting an associate's degree at a community college on the probability of degree completion for CCS and SUS starters. |

A multivariate OLS regression model was estimated in order to determine the effects of different variables on students' time to baccalaureate degree completion. Overall, the model developed was statistically significant ($F=845.86$, $p<.0001$) and explained 61 percent of the variance in students' time to degree completion (**Table C-1**). Among the individual variables included in the model, all were statistically significant ($p<.05$) with the exception of CRSMET, DISABLE, and DMAJOR.[8] In addition, average time to degree was determined for each of the variables included in the model and can be found in **APPENDIX C**.

Within the model, the time to degree decreased the most as a result of high school grade point average. Each increase of four-tenths of a grade point was associated with approximately one-term decrease in time to degree. Put another way, each increase of a full point in a student's high school GPA was associated with a decreased time to degree of over 2.5 semesters. Two other variables were also important: STOPOUTS and LONGDEGR. For each fall or spring term a student is not enrolled in classes, his or her time to degree increases by about one and one-quarter terms. Likewise, for students enrolled in baccalaureate degree programs requiring more than 128 semester hours, the time to degree increases by nearly two semesters. The interaction of receiving an associate's degree and initial sector of enrollment (AA_INT) was also significant. For SUS starters who transferred to a community college to obtain an associate's degree, the time to completion increased by almost a semester.

Among achievement indicators the effect on time to degree was as expected. For example, the higher one's first term GPA, the shorter one's time to degree. A similar effect was found for dual enrollment and acceleration credits, with higher amounts

[8] AADEGR is not significant in the model, but the interaction term (AA_INT) of AADEGR and SUSTART is significant. With the inclusion of this interaction, the singular relationship of AADEGR to time to completion is no longer meaningful.

decreasing the time to degree. For example, attempting 15 hours of dual enrollment or earning 15 hours of acceleration credit reduces a student's time to degree by nearly one-half of a semester. On the other hand, the number of remediation areas had the effect of increasing the length of time to degree completion. However, the impact was modest, only increasing a student's time to degree by about one-third of a term if the student needs remediation in three areas.

Beginning one's postsecondary degree in the SUS as opposed to the CCS also decreased the time to degree. However, controlling for other variables included in the model, the time to degree only decreased by slightly more than half of one semester for SUS starters.

Attendance status also had the expected effect on time to degree. The more part-time terms a student was enrolled, the longer his or her time to degree. However, when all other variables were controlled for, it was only once a student had enrolled for four or more part-time terms that his or her predicted time to degree increased by one term.

## CONCLUSION

This report on the postsecondary progression of 1993-94 public high school graduates represents two major enhancements from the Postsecondary Education Planning Commission's first cohort follow-up study, published in 1998. First, it utilized statistical techniques that enabled the researchers to estimate statistical models that controlled for the presence of other predictor variables. Therefore, the impact of a given variable on the likelihood of degree completion or the time to degree could be estimated in the presence of other variables. Even so, two qualifications are in order: a) it is unrealistic to expect that all sources of variation in the degree completion outcome between the community college and state university matriculant groups could be accounted for; and b) the application of statistical controls does not imply that the two groups are equivalent in all respects.

Second, the current study expanded the tracking period to seven years, a time frame extending beyond that common to state and national studies of graduation rates and time to degree. Even so, it should be noted that a seven-year tracking period likely biases the analysis against students who a) enter postsecondary education under-prepared and are required to take remedial courses, b) enroll part-time, or c) transfer between institutions. Such students are more likely to be found in the Community College System given its demographic profile, its open door admissions policy, and the transfer aspect of its mission. It is likely that the negative effect of these variables on students who possess such characteristics will be somewhat mitigated as the tracking period is extended even further. Given these caveats and the earlier discussion of study limitations, the following conclusions are drawn from the data.

### Likelihood of Bachelor's Degree Completion

The following conclusions were drawn from the multivariate analysis of the likelihood of baccalaureate degree completion within seven years:

- High school academic preparation and achievement matter. Among student demographic and secondary performance factors, high school grade point average had the strongest effect on baccalaureate degree completion. Although community college matriculants were predicted less likely to earn a bachelor's degree in a seven-year period, community college starters with better high school grade point averages reduced the gap on SUS starters.

- Although where a student initially enrolls may be dictated by academic, financial, or geographical considerations, there are things students can do to enhance the likelihood of completing the bachelor's degree. Among the postsecondary enrollment factors, starting at a state university, full-time enrollment, and postsecondary first-term grade point average appeared to have the strongest effect on the likelihood of earning the degree within seven years. Also, the more a student changes institutions, the less likely he or she is to earn a baccalaureate in the time frame specified here. We caution the reader that these data do not

contemplate the impact of enrolling in joint use facilities or community college baccalaureate programs.

- For community college matriculants, earning an associate's degree more than doubled the likelihood of earning a bachelor's degree within seven years. Though a difference remains, the likelihood of baccalaureate degree completion for community college starters who complete an associate's degree approaches that of state university native students.

The reader must keep in mind the interactive nature of the model derived, as illustrated by Table B-3. Although degree completion within seven years was generally more likely for state university matriculants than for community college starters, baccalaureate degree completion is the product of a complex interaction of a number of factors, such as the extent to which the student arrives at college academically prepared; enrolls full-time; sustains continuous enrollment in postsecondary education; attends relatively few institutions; and works while enrolled. Given such conditions, there are multiple scenarios where a given community college starter would be predicted more likely to complete than a given university starter.

An internet-based application tool has been developed in concert with this study to demonstrate the interactive nature of the multivariate model derived. This tool calculates bachelor's degree completion probabilities based on a variety of user-designed scenarios. To specify scenarios of interest, visit the Council's website at http://www.cepri.state.fl.us.

**Time to Degree**

Within the model derived, the number of terms taken to earn the first bachelor's degree was decreased the most by the high school grade point average. Each increase of a full point in a student's high school GPA was associated with a decreased time to degree of over 2.5 semesters. Conversely, time to degree increased most as a result of pursuing a longer-than-average academic major and the number of "stopouts" in attendance. Net of other factors, the time to degree increased by 1.8 semesters for students enrolled in degree programs requiring more than 128 semester hours. Likewise, for each fall or spring term a student was not enrolled in classes, his or her time to degree increased by 1.2 semesters. Beginning one's postsecondary degree in the SUS as opposed to the CCS decreased the time to degree; however, controlling for other variables included in the model, time to degree only decreased by approximately half a semester for SUS starters. Time to degree was increased by about one-third of a term for students requiring remediation in three subject areas upon entry. Conversely, time to degree was decreased by about one-third of a term for students who earned 15 acceleration test credits and for students attempting 15 high school dual enrollment credits.

**Policy Responses**

To date, Florida's policy responses to improving bachelor's degree productivity have fallen into two categories: 1) efforts to improve students' high school preparation and 2) efforts to improve students' proximity and access to baccalaureate degree opportunities. With regard to academic preparation at the high school level, in the mid-1990s the Florida Legislature raised the requirements for a standard high school diploma by increasing the cumulative grade point average needed and including Algebra I among the course distribution requirements. More recently, the Legislature established a merit-based statewide scholarship that covers at least three-fourths tuition for students with a minimum 3.0 weighted grade point average on the 15 core credits required for high school graduation and passing scores on all sections of the college entry level placement test.[9]

Florida's second set of policy responses represents the State's exploration of options for increasing access to bachelor's degree programs. For over twenty years Florida has provided a tuition subsidy to state residents who attend selected private institutions and has contracted with private institutions to provide, at commensurate public sector costs, educational programs that meet needs unfulfilled by public higher education. Legislation from the mid-1990s sought to improve the two plus two system of articulation by capping general education requirements at 36 credit hours, limiting the Associate in Arts degree to 60 hours and most bachelor's degrees to 120 hours, leveling commonly-numbered courses, and establishing common prerequisite courses for academic majors. More recently, the State has sought to enhance access through two-year/four-year joint use arrangements, allowed community colleges to provide limited four-year degree offerings, and has studied the feasibility of establishing a new system of public four-year teaching colleges. So, even prior to the passage of Senate Bill 1162, the watershed higher education governance reorganization legislation of the 2001 Session, there was evidence that Florida's policy responses to improve postsecondary access were evolving from articulation-based policies to incremental structural reforms.

The data from this study showed that the standard two-plus-two pattern of articulation from a public community college to a state university was far from the norm among students who earned a bachelor's degree within seven years. Of the students in the cohort who had earned a bachelor's degree from the SUS within seven years, only about 30 percent had done so by transferring with a community college A.A. degree into the SUS. Another 3.7 percent were community college starters who transferred to the SUS prior to earning the A.A. The great majority of those who earned the bachelor's degree had matriculated to a state university and maintained enrollment in the SUS throughout the tracking period. The two-plus-two system of articulation is still a major and valuable component of Florida's mix of policies designed to provide access to the bachelor's degree. However, there are signs of its evolution from the path of choice to a protection for baccalaureate-seeking community college students who do not avail themselves of bachelor's degree opportunities via early transfer or any of the developing structural reforms cited above.

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[9] The Gold Seal Vocational Scholars Award also requires a 3.5 unweighted GPA in a minimum three vocational credits in one vocational program.

It is not surprising that community college and state university baccalaureate degree attainment rates differ, given the differing natures of their student populations. Perhaps the appropriate question is, "Under what conditions does the two plus two system of articulation work best?" The results of this study point to some answers to that question as well:

- Students should arrive academically prepared. High school performance had the strongest influence on bachelor's degree completion of all the pre-college student characteristics.

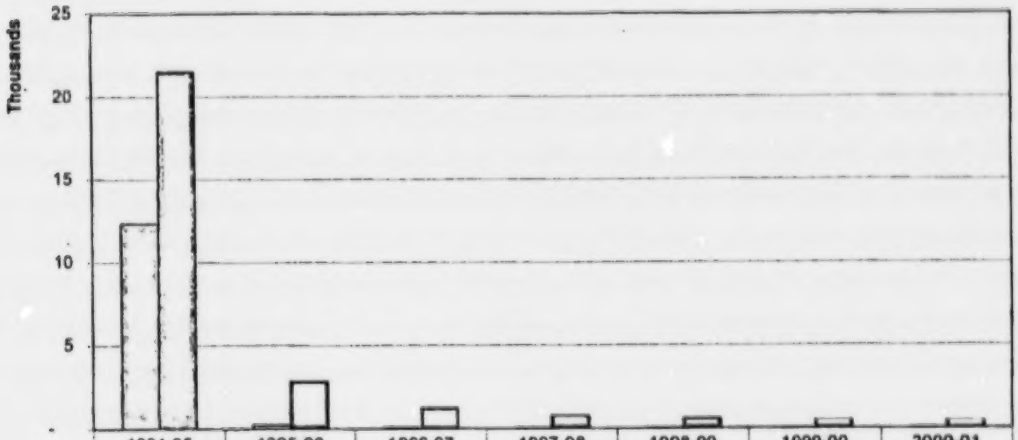
- Students should maintain continuous enrollment, full-time if possible. This is especially true for community college students. Increased funding of need-based financial aid targeted to part-time students, who predominate in the Community College System, would help fill an enduring gap in the State's financial assistance policies.

- Community college students should complete the associate's degree. In comparison to community college starters who did not earn the A.A., students who did so were roughly twice as likely to earn the bachelor's degree within the time frame analyzed here.

# APPENDIX A

# ENROLLMENT PATTERNS AND DEGREE OUTCOMES

**Figure A-1**
**1993-94 High School Graduates Entering CCS and SUS as First-time-in-College Students, by Year of Matriculation**




| | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01 |
|---|---|---|---|---|---|---|---|
| SUS | 12,353 | 230 | 51 | 35 | 35 | 11 | 6 |
| CCS | 21,519 | 2,866 | 1,219 | 749 | 603 | 452 | 403 |

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**Table A-1**

**Tracking the Enrollment and Baccalaureate Degree Production of Fall 1994 State University and Community College Matriculants, Spring 1995 through Spring 2001**

| Began in SUS Fall 1994 (N=12,383) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | Term | Enrolled but Not Degreed[1] | | | | | | | | Earned Bachelor's Degree in SUS | | TOTAL[3] |
| | | SUS | | CCS | | ICUF | | Not Found[2] | | Cumulative | | |
| | | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | |
| 94-95 | Spring | 11,646 | 90.6% | 654 | 5.1% | 171 | 1.3% | 380 | 3.0% | 0 | 0.0% | 12,851 |
| 95-96 | Summer | 4,078 | 32.3% | 2,404 | 19.0% | 0 | 0.0% | 6,155 | 48.7% | 0 | 0.0% | 12,637 |
| | Fall | 10,371 | 81.8% | 1,189 | 9.4% | 107 | 0.8% | 1,014 | 8.0% | 0 | 0.0% | 12,681 |
| | Spring | 9,807 | 77.4% | 1,359 | 10.7% | 107 | 0.8% | 1,393 | 11.0% | 8 | 0.1% | 12,674 |
| 96-97 | Summer | 5,852 | 46.5% | 1,499 | 11.9% | 1 | 0.0% | 5,226 | 41.5% | 16 | 0.1% | 12,594 |
| | Fall | 9,342 | 73.7% | 1,442 | 11.4% | 124 | 1.0% | 1,735 | 13.7% | 32 | 0.3% | 12,675 |
| | Spring | 9,038 | 71.0% | 1,415 | 11.1% | 133 | 1.0% | 1,949 | 15.3% | 194 | 1.5% | 12,729 |
| 97-98 | Summer | 6,190 | 49.1% | 1,103 | 8.8% | 1 | 0.0% | 5,009 | 39.8% | 294 | 2.3% | 12,597 |
| | Fall | 8,799 | 69.6% | 1,157 | 9.2% | 150 | 1.2% | 1,818 | 14.4% | 712 | 5.6% | 12,636 |
| | Spring | 8,337 | 66.1% | 1,032 | 8.2% | 153 | 1.2% | 167 | 1.3% | 2,922 | 23.2% | 12,611 |
| 98-99 | Summer | 4,646 | 37.1% | 831 | 6.6% | 0 | 0.0% | 3,263 | 26.1% | 3,782 | 30.2% | 12,522 |
| | Fall | 5,704 | 45.6% | 936 | 7.5% | 68 | 0.5% | 877 | 7.0% | 4,931 | 39.4% | 12,516 |
| | Spring | 4,537 | 36.3% | 848 | 6.8% | 67 | 0.5% | 968 | 7.7% | 6,083 | 48.7% | 12,503 |
| 99-00 | Summer | 2,550 | 20.5% | 590 | 4.7% | 0 | 0.0% | 2,736 | 22.0% | 6,573 | 52.8% | 12,449 |
| | Fall | 3,014 | 24.2% | 779 | 6.2% | 47 | 0.4% | 1,601 | 12.8% | 7,028 | 56.4% | 12,469 |
| | Spring | 2,537 | 20.4% | 684 | 5.5% | 40 | 0.3% | 1,768 | 14.4% | 7,405 | 59.5% | 12,454 |
| 00-01 | Summer | 1,499 | 12.1% | 450 | 3.6% | 0 | 0.0% | 2,873 | 23.1% | 7,610 | 61.2% | 12,432 |
| | Fall | 1,829 | 14.7% | 618 | 5.0% | 42 | 0.3% | 2,149 | 17.3% | 7,791 | 62.7% | 12,429 |
| | Spring | 1,615 | 13.0% | 576 | 4.6% | 46 | 0.4% | 2,247 | 18.1% | 7,942 | 63.9% | 12,426 |

| Began in CCS Fall 1994 (N=23,862) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | Term | Enrolled but Not Degreed[1] | | | | | | | | Earned Bachelor's Degree in SUS | | TOTAL[3] |
| | | SUS | | CCS | | ICUF | | Not Found[2] | | Cumulative | | |
| | | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | |
| 94-95 | Spring | 122 | 0.5% | 19,568 | 81.9% | 38 | 0.2% | 4,169 | 17.4% | | 0.0% | 23,897 |
| 95-96 | Summer | 80 | 0.3% | 10,176 | 42.6% | 3 | 0.0% | 13,618 | 57.0% | | 0.0% | 23,877 |
| | Fall | 349 | 1.5% | 16,118 | 67.4% | 89 | 0.4% | 7,352 | 30.8% | | 0.0% | 23,908 |
| | Spring | 446 | 1.9% | 14,492 | 60.6% | 91 | 0.4% | 8,886 | 37.2% | 1 | 0.0% | 23,916 |
| 96-97 | Summer | 376 | 1.6% | 8,400 | 35.1% | 1 | 0.0% | 15,156 | 63.3% | 1 | 0.0% | 23,934 |
| | Fall | 2,231 | 9.2% | 10,978 | 45.5% | 279 | 1.2% | 10,633 | 44.1% | 7 | 0.0% | 24,128 |
| | Spring | 2,849 | 11.8% | 9,085 | 37.6% | 310 | 1.3% | 11,910 | 49.3% | 28 | 0.1% | 24,182 |
| 97-98 | Summer | 1,996 | 8.3% | 5,464 | 22.8% | 7 | 0.0% | 16,480 | 68.7% | 52 | 0.2% | 23,999 |
| | Fall | 3,996 | 16.5% | 6,994 | 28.8% | 441 | 1.8% | 12,706 | 52.4% | 108 | 0.4% | 24,245 |
| | Spring | 4,229 | 17.5% | 5,863 | 24.2% | 455 | 1.9% | 13,098 | 54.1% | 565 | 2.3% | 24,210 |
| 98-99 | Summer | 2,804 | 11.7% | 3,622 | 15.1% | 16 | 0.1% | 16,740 | 69.6% | 869 | 3.6% | 24,051 |
| | Fall | 4,042 | 16.7% | 4,727 | 19.6% | 336 | 1.4% | 13,716 | 56.8% | 1,338 | 5.5% | 24,159 |
| | Spring | 3,728 | 15.4% | 4,048 | 16.8% | 305 | 1.3% | 14,101 | 58.4% | 1,955 | 8.1% | 24,137 |
| 99-00 | Summer | 2,348 | 9.8% | 2,605 | 10.8% | 0 | 0.0% | 16,830 | 70.1% | 2,235 | 9.3% | 24,018 |
| | Fall | 3,125 | 13.0% | 3,580 | 14.9% | 255 | 1.1% | 14,438 | 59.9% | 2,699 | 11.2% | 24,097 |
| | Spring | 2,735 | 11.4% | 3,187 | 13.2% | 259 | 1.1% | 14,777 | 61.4% | 3,109 | 12.9% | 24,067 |
| 00-01 | Summer | 2,107 | 8.8% | 1,773 | 7.4% | 0 | 0.0% | 16,746 | 69.8% | 3,359 | 14.0% | 23,985 |
| | Fall | 2,244 | 9.3% | 2,797 | 11.6% | 195 | 0.8% | 15,159 | 63.1% | 3,625 | 15.1% | 24,020 |
| | Spring | 2,008 | 8.4% | 2,507 | 10.5% | 191 | 0.8% | 15,367 | 64.1% | 3,912 | 16.3% | 23,985 |

Notes: 1. Figure includes individuals who received degrees other than the baccalaureate.
2. "Not Found" = students were neither enrolled in the current term nor graduated by the end of the current term.
3. Each term total allows for concurrent enrollment in multiple postsecondary sectors.



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**Table A-2a**
**Public Postsecondary Enrollment and Working Patterns of 1993-94 Florida Public High School Graduates**

| Term | Enrolled[a] | | | Enrolled and Working[b] | | | Percent of Enrolled Working | | |
|---|---|---|---|---|---|---|---|---|---|
| | SUS | CCS | Either | SUS | CCS | Either | SUS | CCS | Either |
| Summer 1994 | 2,435 | 4,996 | 7,067 | | | | | | |
| Fall 1994 | 12,383 | 24,539 | 36,277 | 1,230 | 8,012 | 9,173 | 9.9% | 32.7% | 25.3% |
| Spring 1995 | 11,956 | 24,791 | 36,417 | 1,241 | 8,575 | 9,762 | 10.4% | 34.6% | 26.8% |
| Summer 1995 | 3,849 | 16,417 | 20,091 | | | | | | |
| Fall 1995 | 11,254 | 22,805 | 33,808 | 1,731 | 9,152 | 10,825 | 15.4% | 40.1% | 32.0% |
| Spring 1996 | 10,808 | 21,319 | 31,870 | 1,708 | 9,003 | 10,643 | 15.8% | 42.2% | 33.4% |
| Summer 1996 | 6,260 | 13,437 | 19,422 | | | | | | |
| Fall 1996 | 12,342 | 17,608 | 29,441 | 2,939 | 8,787 | 11,556 | 23.8% | 49.9% | 39.3% |
| Spring 1997 | 12,713 | 15,247 | 27,375 | 3,169 | 7,937 | 10,875 | 24.9% | 52.1% | 39.7% |
| Summer 1997 | 8,564 | 9,729 | 17,898 | | | | | | |
| Fall 1997 | 13,684 | 12,621 | 25,735 | 4,290 | 7,171 | 11,206 | 31.4% | 56.8% | 43.5% |
| Spring 1998 | 13,410 | 10,866 | 23,754 | 4,676 | 6,935 | 11,339 | 34.9% | 63.8% | 47.7% |
| Summer 1998 | 7,822 | 7,059 | 14,514 | | | | | | |
| Fall 1998 | 9,951 | 9,491 | 18,968 | 4,638 | 6,744 | 11,100 | 46.6% | 71.1% | 58.5% |
| Spring 1999 | 8,286 | 8,566 | 16,392 | 3,500 | 5,546 | 8,821 | 42.2% | 64.7% | 53.8% |
| Summer 1999 | 4,724 | 5,568 | 10,026 | | | | | | |
| Fall 1999 | 5,816 | 7,621 | 13,077 | 3,123 | 5,320 | 8,234 | 53.7% | 69.8% | 63.0% |
| Spring 2000 | 4,870 | 6,974 | 11,521 | 2,805 | 5,141 | 7,734 | 57.6% | 73.7% | 67.1% |
| Summer 2000 | 2,972 | 4,601 | 7,369 | | | | | | |
| Fall 2000 | 3,695 | 6,323 | 9,745 | 2,299 | 4,924 | 7,044 | 62.2% | 77.9% | 72.3% |
| Spring 2001 | 3,277 | 6,099 | 9,133 | 2,025 | 4,662 | 6,534 | 61.8% | 76.4% | 71.5% |

Notes:

(a) Indicates enrollment in credit hour or clock hour courses.

(b) Fall term enrollment corresponds to employment information from October to December.
Spring term enrollment corresponds to employment information from January to March.
A student is counted as working if he/she earned at least $975 in wages over the employment quarter.

Table A-2b

**Number of SUS and CCS Cohort by Number of Terms Enrolled While Working**

| Number of Terms Working | SUS Cohort | | CCS Cohort | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| 0 | 4,987 | 40.3% | 5,973 | 25.0% |
| 1 | 1,830 | 14.8% | 3,583 | 15.0% |
| 2 | 1,406 | 11.4% | 3,183 | 13.3% |
| 3 | 1,023 | 8.3% | 2,349 | 9.8% |
| 4 | 808 | 6.5% | 2,037 | 8.5% |
| 5 | 651 | 5.3% | 1,648 | 6.9% |
| 6 | 525 | 4.2% | 1,418 | 5.9% |
| 7 | 388 | 3.1% | 1,043 | 4.4% |
| 8 | 304 | 2.5% | 896 | 3.8% |
| 9 | 196 | 1.6% | 603 | 2.5% |
| 10 | 127 | 1.0% | 432 | 1.8% |
| 11 | 76 | 0.6% | 334 | 1.4% |
| 12 | 37 | 0.3% | 217 | 0.9% |
| 13 | 19 | 0.2% | 108 | 0.5% |
| 14 | 6 | 0.0% | 38 | 0.2% |
| Total | 12,383 | 100.0% | 23,862 | 100.0% |

Note:

Number of terms enrolled and working only includes employment in which a student earned at least $975 in wages over the employment quarter. The number of terms working only includes Fall and Spring term enrollments.

## Table A-3a

## Degrees/Certificates Granted to 1993-94 Florida Public High School Graduates, 1994-2001

| Degree/Completion Type | Spring 2001 | Percent of Total |
|---|---|---|
| Vocational Certificate | 1,611 | 5.6% |
| Associate in Science Certificate | 556 | 1.9% |
| Apprenticeship | 12 | 0.0% |
| Associate in Applied Science | 34 | 0.1% |
| Associate in Science | 1,233 | 4.3% |
| Associate in Arts (CCS) | 9,713 | 33.6% |
| Associate in Arts (SUS) | 1,641 | 5.7% |
| Bachelor's Degree | 12,973 | 44.9% |
| Master's Degree | 882 | 3.1% |
| Specialist Degree | 18 | 0.1% |
| Professional Degrees | | |
| PharmD | 70 | 0.2% |
| Law | 105 | 0.4% |
| Medical | 26 | 0.1% |
| **TOTAL** | **28,874** | **100.0%** |

Notes: These totals are a duplicated count of awards; a single student may have received more than one degree/completion over the study period. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

## Table A-3b

## Degrees/Certificates Granted to Fall 1994 CCS and SUS Cohorts, 1994-95 to 2000-01

| Sector/Degree | As of Spring 2001 | |
|---|---|---|
| | CCS Cohort | SUS Cohort |
| ***Granted by the Community College System*** | | |
| Associate in Arts Degree | 7,223 | 926 |
| Associate in Science Degree | 863 | 97 |
| Vocational Certificate | 716 | 80 |
| Associate in Science Certificate | 260 | 49 |
| ***Total awarded by CCS*** | 9,062 | 1,152 |
| ***Granted by the State University System*** | | |
| Associate in Arts Degree | 40 | 1,537 |
| Bachelor's Degree [1] | 3,889 | 7,874 |
| Master's Degree[1] | 162 | 612 |
| Doctoral Degree | - | - |
| First Professional Degree[2] | 6 | 146 |
| ***Total awarded by SUS*** | 4,097 | 10,169 |
| **Degrees/Certificates in Either Sector** | **13,159** | **11,321** |

Notes: These totals are a duplicated count of awards; a single student may have received more than one degree/completion over the study period.

[1] Master's Degree Total includes 15 specialist's degrees.

[2] First Professional Degrees include Law, Medical (M.D., Vet Med, Dentistry) and PharmD Degrees

## Table A-4a
## Degrees/Certificates Granted by Degree Type and Term, Fall 1994 CCS Cohort, 1994-2001

| | A.A. Degree (CCS) | | A.S. Degree | | Certificates[1] | | AA Degree (SUS) | | Bachelor's Degree | | Master's Degree | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N= 7,223 | | N= 863 | | N= 976 | | N= 40 | | N= 3,889 | | N= 162 | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Summer 1994 | 1 | 0.0% | 0 | 0.0% | 10 | 1.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fall 1994 | 13 | 0.2% | 0 | 0.0% | 62 | 7.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Spring 1995 | 36 | 0.7% | 1 | 0.1% | 46 | 12.1% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Summer 1995 | 65 | 1.6% | 1 | 0.2% | 56 | 17.8% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fall 1995 | 117 | 3.2% | 3 | 0.6% | 65 | 24.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Spring 1996 | 963 | 16.5% | 24 | 3.4% | 50 | 29.6% | 0 | 0.0% | 1 | 0.0% | 0 | 0.0% |
| Summer 1996 | 948 | 29.7% | 44 | 8.5% | 60 | 35.8% | 1 | 2.5% | 0 | 0.0% | 0 | 0.0% |
| Fall 1996 | 866 | 41.7% | 48 | 14.0% | 62 | 42.1% | 8 | 22.5% | 6 | 0.2% | 0 | 0.0% |
| Spring 1997 | 763 | 52.2% | 82 | 23.5% | 66 | 48.9% | 7 | 40.0% | 21 | 0.7% | 0 | 0.0% |
| Summer 1997 | 721 | 62.2% | 47 | 29.0% | 50 | 54.0% | 5 | 52.5% | 24 | 1.3% | 0 | 0.0% |
| Fall 1997 | 491 | 69.0% | 47 | 34.4% | 58 | 59.9% | 3 | 60.0% | 56 | 2.8% | 0 | 0.0% |
| Spring 1998 | 393 | 74.4% | 95 | 45.4% | 57 | 65.8% | 6 | 75.0% | 457 | 14.5% | 0 | 0.0% |
| Summer 1998 | 364 | 79.5% | 62 | 52.6% | 48 | 70.7% | 3 | 82.5% | 304 | 22.3% | 2 | 1.2% |
| Fall 1998 | 270 | 83.2% | 54 | 58.9% | 42 | 75.0% | 1 | 85.0% | 468 | 34.4% | 1 | 1.9% |
| Spring 1999 | 249 | 86.7% | 80 | 68.1% | 28 | 77.9% | 2 | 90.0% | 616 | 50.2% | 16 | 11.7% |
| Summer 1999 | 186 | 89.2% | 47 | 73.6% | 39 | 81.9% | 2 | 95.0% | 280 | 57.4% | 16 | 21.6% |
| Fall 1999 | 168 | 91.6% | 35 | 77.6% | 28 | 84.7% | 0 | 95.0% | 462 | 69.3% | 12 | 29.0% |
| Spring 2000 | 142 | 93.5% | 81 | 87.0% | 36 | 88.4% | 0 | 95.0% | 406 | 79.7% | 40 | 53.7% |
| Summer 2000 | 182 | 96.1% | 40 | 91.7% | 37 | 92.2% | 1 | 97.5% | 246 | 86.1% | 23 | 67.9% |
| Fall 2000 | 137 | 98.0% | 25 | 94.6% | 35 | 95.8% | 0 | 97.5% | 263 | 92.8% | 14 | 76.5% |
| Spring 2001 | 148 | 100.0% | 47 | 100.0% | 41 | 100.0% | 1 | 100.0% | 279 | 100.0% | 38 | 100.0% |

Notes:

a) Count of degrees/certificates is duplicated - a single person may receive multiple awards during the tracking period. Community college degrees were unduplicated by degree type and degree program and state university degrees were unduplicated by degree type. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

b) Percents reported are cumulative.

c) Six students in the community college cohort earned law degrees in Spring 2001 in a state university.

[1] Includes Vocational and A.S. Certificates

## Table A-4b
## Degrees/Certficates Granted by Degree Type and Term, Fall 1994 SUS Cohort, 1994-2001

| | A.A. Degree (CCS/SUS) | | A.S. Degree | | Certificates[1] | | Bachelor's Degree | | Master's Degree[2] | | 1st Prof. Degrees[3] | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N= 2,463 | | N= 97 | | N= 129 | | N= 7,874 | | N= 612 | | N= 146 | |
| | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent | No. | Percent |
| Summer 1994 | 9 | 0.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fall 1994 | 2 | 0.4% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Spring 1995 | 7 | 0.7% | 0 | 0.0% | 2 | 1.6% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Summer 1995 | 17 | 1.4% | 0 | 0.0% | 6 | 6.2% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Fall 1995 | 54 | 3.6% | 0 | 0.0% | 3 | 8.5% | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Spring 1996 | 256 | 14.0% | 0 | 0.0% | 9 | 15.5% | 8 | 0.1% | 0 | 0.0% | 0 | 0.0% |
| Summer 1996 | 295 | 26.0% | 1 | 1.0% | 9 | 22.5% | 8 | 0.2% | 0 | 0.0% | 0 | 0.0% |
| Fall 1996 | 338 | 39.7% | 0 | 1.0% | 7 | 27.9% | 16 | 0.4% | 0 | 0.0% | 0 | 0.0% |
| Spring 1997 | 366 | 54.6% | 2 | 3.1% | 6 | 32.6% | 161 | 2.5% | 1 | 0.2% | 0 | 0.0% |
| Summer 1997 | 246 | 64.6% | 4 | 7.2% | 6 | 37.2% | 100 | 3.7% | 1 | 0.3% | 0 | 0.0% |
| Fall 1997 | 198 | 72.6% | 2 | 9.3% | 10 | 45.0% | 418 | 9.0% | 0 | 0.3% | 0 | 0.0% |
| Spring 1998 | 122 | 77.5% | 10 | 19.6% | 3 | 47.3% | 2,210 | 37.1% | 7 | 1.5% | 0 | 0.0% |
| Summer 1998 | 149 | 83.6% | 7 | 26.8% | 4 | 50.4% | 858 | 48.0% | 14 | 3.8% | 0 | 0.0% |
| Fall 1998 | 93 | 87.4% | 4 | 30.9% | 9 | 57.4% | 1,146 | 62.5% | 7 | 4.9% | 0 | 0.0% |
| Spring 1999 | 80 | 90.6% | 10 | 41.2% | 8 | 63.6% | 1,145 | 77.1% | 72 | 16.7% | 2 | 1.4% |
| Summer 1999 | 49 | 92.6% | 7 | 48.5% | 7 | 69.0% | 481 | 83.2% | 60 | 26.5% | 0 | 1.4% |
| Fall 1999 | 38 | 94.2% | 9 | 57.7% | 8 | 75.2% | 450 | 88.9% | 61 | 36.4% | 0 | 1.4% |
| Spring 2000 | 47 | 96.1% | 15 | 73.2% | 4 | 78.3% | 362 | 93.5% | 104 | 53.4% | 45 | 32.2% |
| Summer 2000 | 41 | 97.7% | 6 | 79.4% | 7 | 83.7% | 198 | 96.0% | 82 | 66.8% | 1 | 32.9% |
| Fall 2000 | 27 | 98.8% | 10 | 89.7% | 9 | 90.7% | 172 | 98.2% | 91 | 81.7% | 3 | 34.9% |
| Spring 2001 | 29 | 100.0% | 10 | 100.0% | 12 | 100.0% | 141 | 100.0% | 112 | 100.0% | 95 | 100.0% |

Notes:

a) Count of degrees/certificates is duplicated - a single person may receive multiple awards during the tracking period. Community college degrees were unduplicated by degree type and degree program and state university degrees were unduplicated by degree type. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

b) Percents reported are cumulative.

[1] Includes Vocational and A.S. Certificates

[2] Includes Specialist Degrees

[3] Includes Law, Medical, and Pharmacy Degrees

## Table A-5a
## Highest Degree/Certificate Held by 1993-94 High School Graduates by Spring 2001

| Degree/Certificate | Number | Percent |
|---|---|---|
| No Degree | 61,580 | 74.4% |
| Certificates, Apprenticeship | 1,582 | 1.9% |
| Associate in Arts/Associate in Science | 6,547 | 7.9% |
| Bachelor's Degree | 11,981 | 14.5% |
| Master's Degree | 878 | 1.1% |
| Advanced Degree | 18 | 0.0% |
| First Professional Degree | 201 | 0.2% |
| Total High School Graduates | 82,787 | 100.0% |

Notes: This is an unduplicated count of awards. The highest degree/certificate achieved for each individual is recorded. Degrees/Certificates awarded by private two- and four-year institutions (Florida and Non-Florida) are not known.

## Table A-5b
## Highest Degree/Certificate Held by Fall 1994 CCS and SUS Cohorts by Spring 2001

| Degree/Certificate | As of Spring 2001 | | | |
|---|---|---|---|---|
| | CCS Cohort | | SUS Cohort | |
| | Number | Percent | Number | Percent |
| No Degree | 14,799 | 62.0% | 3,561 | 28.7% |
| Certificates, Apprenticeship | 719 | 3.0% | 49 | 0.4% |
| Associate in Arts/Associate in Science | 4,431 | 18.6% | 825 | 6.7% |
| Bachelor's Degree | 3,731 | 15.6% | 7,190 | 58.0% |
| Master's Degree | 162 | 0.7% | 597 | 4.8% |
| Advanced Degree | 1 | 0.0% | 15 | 0.1% |
| First Professional Degree | 19 | 0.1% | 146 | 1.2% |
| Total in Cohort | 23,862 | 100.0% | 12,383 | 100.0% |

**Table A-6**
**Paths to the Baccalaureate Degree, 1994 to 2001**

| Path | Number of Graduates | Percent of Graduates |
|---|---|---|
| Fall 94 CC Start → SUS Transfer with AA/AS Degree | 3,395 | 26.4% |
| Fall 94 CC Start → SUS Transfer without CC Degree | 477 | 3.7% |
| Fall 94 ICUF Start → SUS Transfer | 250 | 1.9% |
| Fall 94 ICUF Start → CC Degree to SUS Transfer | 64 | 0.5% |
| Fall 94 SUS Start without CC Degree | 7,320 | 56.8% |
| Fall 94 SUS Start → CC AA/AS Degree to SUS | 399 | 3.1% |
| Other - Transfer with CC Credential[(1)] | 420 | 3.3% |
| Other - Transfer without CC Credential[(2)] | 552 | 4.3% |
| Total Degrees | 12,877 | 100.0% |

Notes:

Only the path to the first baccalaureate degree earned was tracked. All paths are mutually exclusive.
[(1), (2)] These categories may include students who delayed entry into a CCS, SUS or ICUF institutions, who transferred from a non-ICUF or out-of-state institution

## APPENDIX B

## BACCALAUREATE GRADUATION RESULTS

- Results from the Multivariate Model Predicting Likelihood of Degree Completion
  - *(Figures/Tables B-1 through B-3)*

- Five, Six, and Seven Year Univariate Graduation Rates for Community College and State University Matriculants
  - *(Tables B-4 through B-25)*

**Figure B-1**
**Estimated Percentage Chance of Bachelor's Degree Completion within Seven Years, by Sector of Entry and Completion of an A.A. Degree**

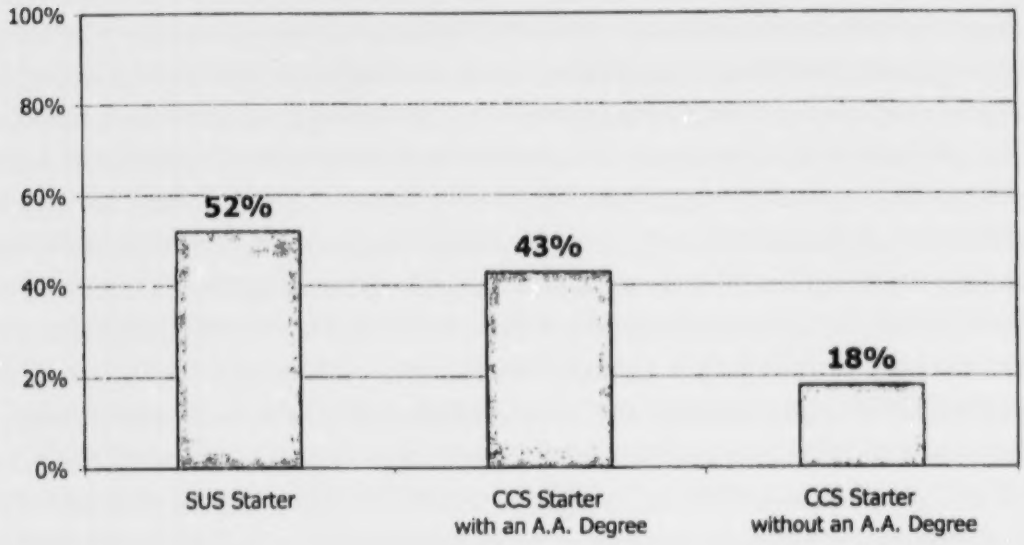

**Table B-1a**
**Probit Model - Analysis of Parameter Estimates**

| Variable | Estimate | Std. Error | Chi-Square | Pr > ChiSq |
|---|---|---|---|---|
| Intercept | -4.8816 | 0.3256 | 224.840 | <.0001 |
| ALTERMS | 0.2716 | 0.0043 | 3998.759 | <.0001 |
| TERMGPA | 0.2811 | 0.0157 | 319.401 | <.0001 |
| HSGPA | 0.1664 | 0.0208 | 63.766 | <.0001 |
| CRSMET | 0.1290 | 0.0321 | 16.123 | <.0001 |
| INSTS | -0.0395 | 0.0183 | 4.668 | .0307 |
| PTTERMS | -0.3058 | 0.0064 | 2268.082 | <.0001 |
| WHITE | 0.0072 | 0.3117 | 0.001 | .9815 |
| BLACK | -0.6322 | 0.3133 | 4.072 | .0436 |
| ASIAN | -0.4240 | 0.3161 | 1.800 | .1797 |
| HISP | -0.3131 | 0.3130 | 1.001 | .3172 |
| FEMALE | 0.2095 | 0.0234 | 79.872 | <.0001 |
| SUSTART | 0.9760 | 0.0433 | 508.390 | <.0001 |
| RETAINED | 0.3805 | 0.0570 | 44.496 | <.0001 |
| WRKTERMS | -0.0251 | 0.0042 | 35.687 | <.0001 |
| ALLDUAL | 0.0133 | 0.0018 | 55.983 | <.0001 |
| ALLTEST | 0.0133 | 0.0029 | 21.568 | <.0001 |
| DISABLE | -0.1703 | 0.1422 | 1.433 | .2313 |
| EREMEDW | -0.2625 | 0.0445 | 34.834 | <.0001 |
| EREMEDR | -0.0295 | 0.0428 | 0.475 | .4909 |
| EREMEDM | 0.0488 | 0.0388 | 1.585 | .2080 |
| AADEGR | 0.7280 | 0.0414 | 308.924 | <.0001 |
| AA_INT | -1.2279 | 0.0691 | 315.336 | <.0001 |

| | DF | Value | Pr > ChiSq |
|---|---|---|---|
| Likelihood Ratio | 22 | 19130.48 | <.0001 |

**Table B-1b**
**Probit Model - Classification Table**

| | | ***Actual*** | | |
|---|---|---|---|---|
| | | 1 | 0 | |
| ***Predicted*** | 1 | 13,077 | 1,236 | 14,313 |
| | 0 | 1,768 | 9,433 | 11,201 |
| | Total | 14,845 | 10,669 | 25,514 |

**MODEL correctly predicts 88.2% of the cases.

**Table B-2**
**Descriptive Statistics for Variables in Probit Model**

*n = 25,514*

| Variable | Mean | Std. Dev. | Min | Max |
|---|---|---|---|---|
| BAEARNED (0=yes)[1] | 0.582 | 0.493 | 0.000 | 1.000 |
| ALTERMS | 10.612 | 4.619 | 1.000 | 21.000 |
| TERMGPA | 2.510 | 0.966 | 0.000 | 4.000 |
| HSGPA | 2.972 | 0.781 | 0.000 | 5.000 |
| CRSMET | 0.712 | 0.453 | 0.000 | 1.000 |
| INSTS | 1.534 | 0.703 | 1.000 | 5.000 |
| PTTERMS | 2.417 | 2.587 | 0.000 | 14.000 |
| WHITE | 0.668 | 0.471 | 0.000 | 1.000 |
| BLACK | 0.142 | 0.349 | 0.000 | 1.000 |
| ASIAN | 0.040 | 0.195 | 0.000 | 1.000 |
| HISP | 0.149 | 0.356 | 0.000 | 1.000 |
| FEMALE | 0.572 | 0.495 | 0.000 | 1.000 |
| SUSTART | 0.464 | 0.499 | 0.000 | 1.000 |
| RETAINED | 0.862 | 0.345 | 0.000 | 1.000 |
| WRKTERMS | 2.958 | 3.077 | 0.000 | 14.000 |
| ALLDUAL | 2.527 | 6.360 | 0.000 | 98.000 |
| ALLTEST | 1.234 | 4.271 | 0.000 | 59.000 |
| DISABLE | 0.011 | 0.107 | 0.000 | 1.000 |
| EREMEDW | 0.169 | 0.375 | 0.000 | 1.000 |
| EREMEDR | 0.172 | 0.378 | 0.000 | 1.000 |
| EREMEDM | 0.198 | 0.399 | 0.000 | 1.000 |
| AADEGR | 0.252 | 0.434 | 0.000 | 1.000 |
| AA_INT | 0.034 | 0.181 | 0.000 | 1.000 |

NOTES (1): Normal processing of a probit model in SAS requires that yes=0 and no=1.

**Table B-3**
**Estimated Probability of Bachelor's Degree Completion, for Selected Student Profiles by Sector of Matriculation**

| | Probability of Degree Completion | | | | | |
|---|---|---|---|---|---|---|
| | CCS Starters | | | SUS Starters | | |
| VARIABLE VALUES[1] | Above Average[2] | Average[3] | Below Average[4] | Above Average[2] | Average[3] | Below Average[4] |
| **Base Model** | 0.4279 | 0.1999 | 0.0501 | 0.7865 | 0.5532 | 0.2522 |
| **Impact of RECEIVING AN AA DEGREE AT A COMMUNITY COLLEGE** | | | | | | |
| AADEGR=0 | 0.4279 | 0.1999 | 0.0501 | N/A | N/A | N/A |
| AADEGR=1 | 0.7075 | 0.4546 | 0.1799 | N/A | N/A | N/A |
| **Impact of STARTING AT A STATE UNIVERSITY AND RECEIVING AN AA DEGREE AT A COMMUNITY COLLEGE** | | | | | | |
| AA_INT=0 | N/A | N/A | N/A | 0.7865 | 0.5532 | 0.2522 |
| AA_INT=1 | N/A | N/A | N/A | 0.6157 | 0.3572 | 0.1215 |
| **Impact of NUMBER OF INSTITUTIONS** | | | | | | |
| INSTS=1 | N/A | N/A | N/A | 0.7925 | 0.5616 | 0.2590 |
| INSTS=2 | 0.4206 | 0.1947 | 0.0483 | 0.7811 | 0.5460 | 0.2464 |
| INSTS=3 | 0.4053 | 0.1841 | 0.0444 | 0.7692 | 0.5303 | 0.2341 |
| INSTS=4 | 0.3900 | 0.1737 | 0.0408 | 0.7570 | 0.5145 | 0.2221 |
| INSTS=5 | 0.3750 | 0.1638 | 0.0375 | 0.7445 | 0.4988 | 0.2106 |
| **Impact of SECOND YEAR RETENTION** | | | | | | |
| RETAINED=0 | 0.2869 | 0.1107 | 0.0215 | 0.6604 | 0.4026 | 0.1473 |
| RETAINED=1 | 0.4279 | 0.1999 | 0.0501 | 0.7865 | 0.5532 | 0.2522 |
| **Impact of PART-TIME ENROLLMENT** | | | | | | |
| PTTERMS=0 | 0.7113 | 0.4590 | 0.1829 | 0.9374 | 0.8087 | 0.5285 |
| PTTERMS=1 | 0.5993 | 0.3413 | 0.1131 | 0.8902 | 0.7147 | 0.4074 |
| PTTERMS=2 | 0.4784 | 0.2374 | 0.0648 | 0.8217 | 0.6031 | 0.2946 |
| PTTERMS=3 | 0.3594 | 0.1538 | 0.0342 | 0.7310 | 0.4823 | 0.1988 |
| PTTERMS=4 | 0.2527 | 0.0924 | 0.0167 | 0.6218 | 0.3631 | 0.1247 |
| PTTERMS=5 | 0.1656 | 0.0513 | 0.0075 | 0.5017 | 0.2559 | 0.0725 |
| PTTERMS=6 | 0.1007 | 0.0263 | 0.0031 | 0.3815 | 0.1681 | 0.0389 |
| PTTERMS=7 | 0.0567 | 0.0124 | 0.0012 | 0.2718 | 0.1025 | 0.0193 |
| PTTERMS=8 | 0.0294 | 0.0054 | 0.0004 | 0.1806 | 0.0578 | 0.0088 |
| PTTERMS=9 | 0.0141 | 0.0022 | 0.0001 | 0.1114 | 0.0301 | 0.0037 |
| PTTERMS=10 | 0.0062 | 0.0008 | 0.0000 | 0.0637 | 0.0144 | 0.0014 |
| PTTERMS=11 | 0.0025 | 0.0003 | 0.0000 | 0.0336 | 0.0064 | 0.0005 |
| PTTERMS=12 | 0.0009 | 0.0001 | 0.0000 | 0.0163 | 0.0026 | 0.0002 |
| PTTERMS=13 | 0.0003 | 0.0000 | 0.0000 | 0.0073 | 0.0010 | 0.0000 |
| PTTERMS=14 | 0.0001 | 0.0000 | 0.0000 | 0.0030 | 0.0003 | 0.0000 |
| **Impact of TERMS FOUND WORKING WHILE ENROLLED** | | | | | | |
| WRKTERMS=0 | 0.4572 | 0.2213 | 0.0583 | 0.8074 | 0.5824 | 0.2765 |
| WRKTERMS=1 | 0.4472 | 0.2139 | 0.0554 | 0.8005 | 0.5726 | 0.2681 |
| WRKTERMS=2 | 0.4373 | 0.2067 | 0.0527 | 0.7934 | 0.5627 | 0.2599 |
| WRKTERMS=3 | 0.4274 | 0.1996 | 0.0500 | 0.7861 | 0.5528 | 0.2519 |
| WRKTERMS=4 | 0.4176 | 0.1926 | 0.0475 | 0.7788 | 0.5429 | 0.2439 |
| WRKTERMS=5 | 0.4078 | 0.1858 | 0.0451 | 0.7712 | 0.5329 | 0.2361 |
| WRKTERMS=6 | 0.3981 | 0.1792 | 0.0427 | 0.7636 | 0.5229 | 0.2285 |
| WRKTERMS=7 | 0.3885 | 0.1727 | 0.0405 | 0.7558 | 0.5129 | 0.2209 |
| WRKTERMS=8 | 0.3789 | 0.1664 | 0.0384 | 0.7478 | 0.5029 | 0.2136 |
| WRKTERMS=9 | 0.3694 | 0.1602 | 0.0363 | 0.7397 | 0.4929 | 0.2063 |
| WRKTERMS=10 | 0.3600 | 0.1541 | 0.0344 | 0.7315 | 0.4829 | 0.1992 |
| WRKTERMS=11 | 0.3506 | 0.1482 | 0.0325 | 0.7232 | 0.4729 | 0.1923 |
| WRKTERMS=12 | 0.3413 | 0.1425 | 0.0307 | 0.7147 | 0.4629 | 0.1855 |
| WRKTERMS=13 | 0.3322 | 0.1369 | 0.0290 | 0.7061 | 0.4530 | 0.1789 |
| WRKTERMS=14 | 0.3231 | 0.1315 | 0.0274 | 0.6974 | 0.4430 | 0.1724 |

NOTES:

[1]Unless otherwise specified, the independent variables not being manipulated are held constant at the mean for continuous variables and at the mode for dichotomous variables.

[2]Above Average Students were those with 3.5 high school and Fall 94 term GPAs, had met the SUS course requirements, and had 15 hours of dual enrollment and acceleration credit.

[3]Average Students were those with 2.5 high school and Fall 94 term GPAs, had met the SUS course requirements, and had 7 hours of dual enrollment and acceleration credit.

[4]Below Average Students were those with 2.0 high school and Fall 94 term GPAs, had not met the SUS course requirements, had no dual enrollment and acceleration credit, and were determined to need remediation in writing.

**Table B-4**
**Baccalaureate Graduation Rates by Term for Fall 1994 CCS and SUS Cohorts**

| Term Degree Granted | Total Cohort N= 27,659 | | CCS Cohort N= 15,589 | | SUS Cohort N= 12,070 | |
|---|---|---|---|---|---|---|
| | No. of Graduates | Cumulative Rate | No. of Graduates | Cumulative Rate | No. of Graduates | Cumulative Rate |
| Summer 1995 | - | 0.00% | - | 0.00% | - | 0.00% |
| Fall 1995 | - | 0.00% | - | 0.00% | - | 0.00% |
| Spring 1996 | 8 | 0.03% | 1 | 0.01% | 7 | 0.06% |
| Summer 1996 | 8 | 0.06% | - | 0.01% | 8 | 0.12% |
| Fall 1996 | 19 | 0.13% | 5 | 0.04% | 14 | 0.24% |
| Spring 1997 | 167 | 0.73% | 16 | 0.14% | 151 | 1.49% |
| Summer 1997 | 112 | 1.14% | 15 | 0.24% | 97 | 2.29% |
| Fall 1997 | 445 | 2.74% | 43 | 0.51% | 402 | 5.63% |
| Spring 1998 | 2,569 | 12.03% | 382 | 2.96% | 2,187 | 23.74% |
| Summer 1998 | 1,114 | 16.06% | 267 | 4.68% | 847 | 30.76% |
| Fall 1998 | 1,524 | 21.57% | 405 | 7.27% | 1,119 | 40.03% |
| Spring 1999 | 1,654 | 27.55% | 534 | 10.70% | 1,120 | 49.31% |
| Summer 1999 | 711 | 30.12% | 243 | 12.26% | 468 | 53.19% |
| Fall 1999 | 836 | 33.14% | 388 | 14.75% | 448 | 56.90% |
| Spring 2000 | 716 | 35.73% | 354 | 17.02% | 362 | 59.90% |
| Summer 2000 | 376 | 37.09% | 205 | 18.33% | 171 | 61.32% |
| Fall 2000 | 393 | 38.51% | 218 | 19.73% | 175 | 62.77% |
| Spring 2001 | 370 | 39.85% | 238 | 21.26% | 132 | 63.86% |
| **TOTAL** | **11,022** | **39.85%** | **3,314** | **21.26%** | **7,708** | **63.86%** |

**Table B-5**
**Baccalaureate Graduation Rates by Demographic Characteristics**

***5-Year Graduation Rate***

| Demographic Characteristic | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Race/Ethnicity*** | | | | | | |
| Asian | 1,090 | 30.5% | 472 | 9.3% | 618 | 46.6% |
| Black | 3,889 | 17.9% | 2,003 | 4.3% | 1,886 | 32.3% |
| Hispanic | 4,149 | 17.1% | 2,752 | 5.7% | 1,397 | 39.6% |
| American Indian | 32 | 25.0% | 19 | 15.8% | 13 | 38.5% |
| White | 18,499 | 31.7% | 10,343 | 13.3% | 8,156 | 55.1% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Gender*** | | | | | | |
| Male | 11,844 | 22.3% | 6,758 | 8.1% | 5,086 | 41.2% |
| Female | 15,815 | 31.5% | 8,831 | 12.7% | 6,984 | 55.2% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Disability*** | | | | | | |
| Yes | 347 | 9.2% | 307 | 4.6% | 40 | 45.0% |
| No | 27,312 | 27.8% | 15,282 | 10.8% | 12,030 | 49.3% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Demographic Characteristic | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Race/Ethnicity*** | | | | | | |
| Asian | 1,090 | 42.8% | 472 | 18.6% | 618 | 61.2% |
| Black | 3,889 | 25.6% | 2,003 | 7.6% | 1,886 | 44.7% |
| Hispanic | 4,149 | 24.3% | 2,752 | 10.5% | 1,397 | 51.7% |
| American Indian | 32 | 40.6% | 19 | 26.3% | 13 | 61.5% |
| White | 18,499 | 40.0% | 10,343 | 20.5% | 8,156 | 64.7% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Gender*** | | | | | | |
| Male | 11,844 | 31.2% | 6,758 | 14.5% | 5,086 | 53.4% |
| Female | 15,815 | 39.1% | 8,831 | 18.9% | 6,984 | 64.6% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Disability*** | | | | | | |
| Yes | 347 | 12.4% | 307 | 7.2% | 40 | 52.5% |
| No | 27,312 | 36.0% | 15,282 | 17.2% | 12,030 | 59.9% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Demographic Characteristic | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Race/Ethnicity*** | | | | | | |
| Asian | 1,090 | 49.0% | 472 | 25.2% | 618 | 67.2% |
| Black | 3,889 | 30.2% | 2,003 | 10.9% | 1,886 | 50.7% |
| Hispanic | 4,149 | 28.2% | 2,752 | 14.1% | 1,397 | 56.0% |
| American Indian | 32 | 43.8% | 19 | 31.6% | 13 | 61.5% |
| White | 18,499 | 43.9% | 10,343 | 25.0% | 8,156 | 68.0% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Gender*** | | | | | | |
| Male | 11,844 | 35.9% | 6,758 | 18.9% | 5,086 | 58.4% |
| Female | 15,815 | 42.8% | 8,831 | 23.0% | 6,984 | 67.8% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Disability*** | | | | | | |
| Yes | 347 | 16.4% | 307 | 11.1% | 40 | 57.5% |
| No | 27,312 | 40.1% | 15,282 | 21.5% | 12,030 | 63.9% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

**Table B-6**
**Baccalaureate Graduation Rates by Estimated Family Income**

***5-Year Graduation Rate***

| Estimated Family Income | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than $10,000 | 854 | 22.8% | 432 | 7.4% | 422 | 38.6% |
| $10,000 - $19,999 | 2,265 | 24.3% | 1,162 | 10.1% | 1,103 | 39.3% |
| $20,000 - $29,999 | 2,691 | 29.4% | 1,279 | 12.5% | 1,412 | 44.6% |
| $30,000 - $39,999 | 3,085 | 32.4% | 1,469 | 15.1% | 1,616 | 48.1% |
| $40,000 - $49,999 | 2,220 | 36.6% | 998 | 16.4% | 1,222 | 53.0% |
| $50,000 - $59,999 | 1,855 | 38.8% | 756 | 20.8% | 1,099 | 51.2% |
| $60,000 - $69,999 | 1,326 | 43.1% | 496 | 17.7% | 830 | 58.3% |
| $70,000 and above | 3,068 | 46.9% | 913 | 19.4% | 2,155 | 58.6% |
| Total | 17,364 | 35.0% | 7,505 | 14.9% | 9,859 | 50.3% |

***6-Year Graduation Rate***

| Estimated Family Income | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than $10,000 | 854 | 33.8% | 432 | 15.5% | 422 | 52.6% |
| $10,000 - $19,999 | 2,265 | 33.3% | 1,162 | 17.0% | 1,103 | 50.4% |
| $20,000 - $29,999 | 2,691 | 38.5% | 1,279 | 19.9% | 1,412 | 55.4% |
| $30,000 - $39,999 | 3,085 | 41.4% | 1,469 | 23.4% | 1,616 | 57.8% |
| $40,000 - $49,999 | 2,220 | 45.7% | 998 | 24.5% | 1,222 | 63.0% |
| $50,000 - $59,999 | 1,855 | 47.9% | 756 | 28.3% | 1,099 | 61.4% |
| $60,000 - $69,999 | 1,326 | 52.3% | 496 | 25.6% | 830 | 68.2% |
| $70,000 and above | 3,068 | 57.4% | 913 | 28.9% | 2,155 | 69.5% |
| Total | 17,364 | 44.4% | 7,505 | 22.8% | 9,859 | 60.9% |

***7-Year Graduation Rate***

| Estimated Family Income | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than $10,000 | 854 | 37.8% | 432 | 19.2% | 422 | 56.9% |
| $10,000 - $19,999 | 2,265 | 38.1% | 1,162 | 22.5% | 1,103 | 54.7% |
| $20,000 - $29,999 | 2,691 | 43.4% | 1,279 | 24.9% | 1,412 | 60.2% |
| $30,000 - $39,999 | 3,085 | 45.6% | 1,469 | 28.2% | 1,616 | 61.4% |
| $40,000 - $49,999 | 2,220 | 50.4% | 998 | 30.4% | 1,222 | 66.7% |
| $50,000 - $59,999 | 1,855 | 52.1% | 756 | 32.1% | 1,099 | 65.9% |
| $60,000 - $69,999 | 1,326 | 56.0% | 496 | 30.4% | 830 | 71.2% |
| $70,000 and above | 3,068 | 61.5% | 913 | 34.6% | 2,155 | 72.9% |
| Total | 17,364 | 48.8% | 7,505 | 27.8% | 9,859 | 64.8% |

**Table B-7**
**Baccalaureate Graduation Rates by Academic Criteria**

***5-Year Graduation Rate***

| Academic Criteria | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***High School GPA*** | | | | | | |
| Less than 2.0 | 2,955 | 1.9% | 2,854 | 1.8% | 101 | 5.0% |
| 2.00 to 2.49 | 5,255 | 7.0% | 4,469 | 5.1% | 786 | 17.9% |
| 2.50 to 2.99 | 6,255 | 18.3% | 3,853 | 10.3% | 2,402 | 31.2% |
| 3.00 to 3.49 | 5,780 | 32.8% | 2,393 | 16.7% | 3,387 | 44.3% |
| 3.50 to 3.99 | 4,225 | 49.8% | 1,270 | 27.9% | 2,955 | 59.2% |
| 4.0 and above | 2,830 | 69.9% | 494 | 43.7% | 2,336 | 75.5% |
| Total | 27,300 | 27.7% | 15,333 | 10.7% | 11,967 | 49.4% |
| ***Required Courses Met*** | | | | | | |
| Yes | 19,115 | 35.3% | 8,331 | 15.4% | 10,784 | 50.6% |
| No | 8,544 | 10.3% | 7,258 | 5.3% | 1,286 | 38.6% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***SAT Equivalent Score*** | | | | | | |
| Less than 800 | 4,385 | 5.6% | 3,905 | 3.5% | 480 | 23.3% |
| 800 to 899 | 3,889 | 15.5% | 2,866 | 9.7% | 1,023 | 31.8% |
| 900 to 999 | 5,176 | 26.0% | 2,919 | 13.2% | 2,257 | 42.7% |
| 1000 to 1099 | 4,180 | 35.9% | 1,724 | 19.4% | 2,456 | 47.5% |
| 1100 to 1199 | 3,700 | 45.4% | 1,082 | 25.5% | 2,618 | 53.6% |
| 1200 to 1299 | 2,075 | 54.1% | 378 | 25.4% | 1,697 | 60.5% |
| 1300 to 1399 | 1,076 | 62.5% | 128 | 30.5% | 948 | 66.8% |
| 1400 to 1499 | 237 | 70.5% | 15 | 26.7% | 222 | 73.4% |
| 1500 to 1600 | 52 | 76.9% | - | N/A | 52 | 76.9% |
| Total | 24,770 | 29.8% | 13,017 | 11.9% | 11,753 | 49.6% |

***6-Year Graduation Rate***

| Academic Criteria | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***High School GPA*** | | | | | | |
| Less than 2.0 | 2,955 | 4.4% | 2,854 | 4.2% | 101 | 7.9% |
| 2.00 to 2.49 | 5,255 | 13.1% | 4,469 | 10.7% | 786 | 26.8% |
| 2.50 to 2.99 | 6,255 | 27.2% | 3,853 | 17.0% | 2,402 | 43.5% |
| 3.00 to 3.49 | 5,780 | 43.4% | 2,393 | 25.3% | 3,387 | 56.2% |
| 3.50 to 3.99 | 4,225 | 60.2% | 1,270 | 38.0% | 2,955 | 69.7% |
| 4.0 and above | 2,830 | 78.2% | 494 | 54.7% | 2,336 | 83.2% |
| Total | 27,300 | 35.9% | 15,333 | 17.1% | 11,967 | 60.0% |
| ***Required Courses Met*** | | | | | | |
| Yes | 19,115 | 45.0% | 8,331 | 23.7% | 10,784 | 61.4% |
| No | 8,544 | 15.1% | 7,258 | 9.4% | 1,286 | 47.2% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***SAT Equivalent Score*** | | | | | | |
| Less than 800 | 4,385 | 9.9% | 3,905 | 6.9% | 480 | 34.2% |
| 800 to 899 | 3,889 | 23.9% | 2,866 | 16.5% | 1,023 | 44.7% |
| 900 to 999 | 5,176 | 36.4% | 2,919 | 21.8% | 2,257 | 55.2% |
| 1000 to 1099 | 4,180 | 45.7% | 1,724 | 27.0% | 2,456 | 58.8% |
| 1100 to 1199 | 3,700 | 54.9% | 1,082 | 33.8% | 2,618 | 63.6% |
| 1200 to 1299 | 2,075 | 64.5% | 378 | 38.9% | 1,697 | 70.2% |
| 1300 to 1399 | 1,076 | 70.2% | 128 | 39.8% | 948 | 74.3% |
| 1400 to 1499 | 237 | 74.7% | 15 | 26.7% | 222 | 77.9% |
| 1500 to 1600 | 52 | 80.8% | - | N/A | 52 | 80.8% |
| Total | 24,770 | 38.4% | 13,017 | 18.6% | 11,753 | 60.3% |

**Table B-7 (cont.)**
**Baccalaureate Graduation Rates by Academic Criteria**

***7-Year Graduation Rate***

| Academic Criteria | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***High School GPA*** | | | | | | |
| Less than 2.0 | 2,955 | 6.8% | 2,854 | 6.5% | 101 | 14.9% |
| 2.00 to 2.49 | 5,255 | 17.6% | 4,469 | 14.9% | 786 | 33.1% |
| 2.50 to 2.99 | 6,255 | 32.3% | 3,853 | 21.8% | 2,402 | 49.2% |
| 3.00 to 3.49 | 5,780 | 48.0% | 2,393 | 30.5% | 3,387 | 60.4% |
| 3.50 to 3.99 | 4,225 | 64.1% | 1,270 | 43.1% | 2,955 | 73.1% |
| 4.0 and above | 2,830 | 80.7% | 494 | 59.9% | 2,336 | 85.1% |
| Total | 27,300 | 40.0% | 15,333 | 21.3% | 11,967 | 63.9% |
| ***Required Courses Met*** | | | | | | |
| Yes | 19,115 | 49.4% | 8,331 | 28.7% | 10,784 | 65.4% |
| No | 8,544 | 18.5% | 7,258 | 12.7% | 1,286 | 51.1% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***SAT Equivalent Score*** | | | | | | |
| Less than 800 | 4,385 | 13.3% | 3,905 | 9.9% | 480 | 41.0% |
| 800 to 899 | 3,889 | 28.7% | 2,866 | 21.1% | 1,023 | 50.0% |
| 900 to 999 | 5,176 | 41.6% | 2,919 | 27.5% | 2,257 | 59.9% |
| 1000 to 1099 | 4,180 | 50.1% | 1,724 | 32.6% | 2,456 | 62.5% |
| 1100 to 1199 | 3,700 | 59.2% | 1,082 | 38.4% | 2,618 | 67.7% |
| 1200 to 1299 | 2,075 | 67.5% | 378 | 43.1% | 1,697 | 73.0% |
| 1300 to 1399 | 1,076 | 72.6% | 128 | 45.3% | 948 | 76.3% |
| 1400 to 1499 | 237 | 77.2% | 15 | 33.3% | 222 | 80.2% |
| 1500 to 1600 | 52 | 84.6% | - | N/A | 52 | 84.6% |
| Total | 24,770 | 42.6% | 13,017 | 23.0% | 11,753 | 64.2% |

**Table B-8**

**Baccalaureate Graduation Rates by Whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area**

***5-Year Graduation Rate***

| Subject Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***English*** | | | | | | |
| Yes | 19,849 | 34.8% | 9,004 | 15.0% | 10,845 | 51.2% |
| No | 7,810 | 9.2% | 6,585 | 4.8% | 1,225 | 32.8% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Mathematics*** | | | | | | |
| Yes | 13,157 | 43.2% | 4,553 | 20.4% | 8,604 | 55.2% |
| No | 14,502 | 13.4% | 11,036 | 6.7% | 3,466 | 34.7% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Social Studies*** | | | | | | |
| Yes | 20,197 | 34.8% | 9,131 | 15.2% | 11,066 | 51.1% |
| No | 7,462 | 7.8% | 6,458 | 4.4% | 1,004 | 30.0% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Natural Science*** | | | | | | |
| Yes | 18,985 | 36.4% | 8,247 | 15.8% | 10,738 | 52.2% |
| No | 8,674 | 8.2% | 7,342 | 5.0% | 1,332 | 25.8% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Foreign Language*** | | | | | | |
| Yes | 17,046 | 37.5% | 7,251 | 16.3% | 9,795 | 53.3% |
| No | 10,613 | 11.5% | 8,338 | 5.8% | 2,275 | 32.3% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Subject Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***English*** | | | | | | |
| Yes | 19,849 | 44.3% | 9,004 | 23.0% | 10,845 | 62.0% |
| No | 7,810 | 14.0% | 6,585 | 8.8% | 1,225 | 41.6% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Mathematics*** | | | | | | |
| Yes | 13,157 | 53.1% | 4,553 | 29.1% | 8,604 | 65.8% |
| No | 14,502 | 20.0% | 11,036 | 12.0% | 3,466 | 45.3% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Social Studies*** | | | | | | |
| Yes | 20,197 | 44.3% | 9,131 | 22.9% | 11,066 | 61.9% |
| No | 7,462 | 12.6% | 6,458 | 8.7% | 1,004 | 37.9% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Natural Science*** | | | | | | |
| Yes | 18,985 | 45.9% | 8,247 | 23.8% | 10,738 | 62.8% |
| No | 8,674 | 13.5% | 7,342 | 9.4% | 1,332 | 36.3% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Foreign Language*** | | | | | | |
| Yes | 17,046 | 46.9% | 7,251 | 24.1% | 9,795 | 63.8% |
| No | 10,613 | 17.8% | 8,338 | 10.8% | 2,275 | 43.3% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

[1]Student must have achieved at least a 2.5 GPA in the required courses.

**Table B-8 (cont.)**

**Baccalaureate Graduation Rates by Whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area**

***7-Year Graduation Rate***

| Subject Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***English*** | | | | | | |
| Yes | 19,849 | 48.5% | 9,004 | 27.5% | 10,845 | 65.9% |
| No | 7,810 | 17.9% | 6,585 | 12.7% | 1,225 | 45.9% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Mathematics*** | | | | | | |
| Yes | 13,157 | 57.3% | 4,553 | 34.5% | 8,604 | 69.4% |
| No | 14,502 | 24.0% | 11,036 | 15.8% | 3,466 | 50.2% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Social Studies*** | | | | | | |
| Yes | 20,197 | 48.6% | 9,131 | 27.8% | 11,066 | 65.7% |
| No | 7,462 | 16.2% | 6,458 | 12.0% | 1,004 | 43.3% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Natural Science*** | | | | | | |
| Yes | 18,985 | 50.1% | 8,247 | 28.7% | 10,738 | 66.6% |
| No | 8,674 | 17.4% | 7,342 | 12.9% | 1,332 | 42.1% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Foreign Language*** | | | | | | |
| Yes | 17,046 | 51.1% | 7,251 | 28.9% | 9,795 | 67.5% |
| No | 10,613 | 21.8% | 8,338 | 14.6% | 2,275 | 48.1% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

[1]Student must have achieved at least a 2.5 GPA in the required courses.

**Table B-9**
**Baccalaureate Graduation Rates by First Term Grade Point Average**

***5-Year Graduation Rate***

| Term GPA | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than 2.0 | 5,920 | 9.4% | 3,376 | 3.1% | 2,544 | 17.8% |
| 2.00 to 2.49 | 4,868 | 20.4% | 2,800 | 5.6% | 2,068 | 40.4% |
| 2.50 to 2.99 | 5,136 | 31.7% | 2,623 | 11.9% | 2,513 | 52.4% |
| 3.00 to 3.49 | 5,692 | 38.2% | 3,114 | 15.5% | 2,578 | 65.7% |
| 3.40 to 3.99 | 2,972 | 55.7% | 1,261 | 30.3% | 1,711 | 74.3% |
| 4.0 and above | 1,153 | 40.4% | 724 | 19.8% | 429 | 75.3% |
| Total | 25,741 | 29.0% | 13,898 | 11.3% | 11,843 | 49.7% |

***6-Year Graduation Rate***

| Term GPA | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than 2.0 | 5,920 | 14.8% | 3,376 | 5.8% | 2,544 | 26.8% |
| 2.00 to 2.49 | 4,868 | 29.1% | 2,800 | 10.9% | 2,068 | 53.8% |
| 2.50 to 2.99 | 5,136 | 41.5% | 2,623 | 20.1% | 2,513 | 63.9% |
| 3.00 to 3.49 | 5,692 | 47.8% | 3,114 | 24.0% | 2,578 | 76.6% |
| 3.40 to 3.99 | 2,972 | 65.1% | 1,261 | 40.2% | 1,711 | 83.4% |
| 4.0 and above | 1,153 | 48.3% | 724 | 27.3% | 429 | 83.7% |
| Total | 25,741 | 37.5% | 13,898 | 17.8% | 11,843 | 60.5% |

***7-Year Graduation Rate***

| Term GPA | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Less than 2.0 | 5,920 | 18.1% | 3,376 | 8.3% | 2,544 | 31.1% |
| 2.00 to 2.49 | 4,868 | 33.8% | 2,800 | 14.9% | 2,068 | 59.4% |
| 2.50 to 2.99 | 5,136 | 46.4% | 2,623 | 25.0% | 2,513 | 68.7% |
| 3.00 to 3.49 | 5,692 | 52.2% | 3,114 | 29.6% | 2,578 | 79.4% |
| 3.40 to 3.99 | 2,972 | 68.9% | 1,261 | 46.0% | 1,711 | 85.8% |
| 4.0 and above | 1,153 | 51.7% | 724 | 31.8% | 429 | 85.3% |
| Total | 25,741 | 41.6% | 13,898 | 22.2% | 11,843 | 64.4% |

**Table B-10**
**Baccalaureate Graduation Rates by Number of Institutions Attended**

***5-Year Graduation Rate***

| Number of Institutions Attended | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 1 | 15,891 | 28.9% | 8,216 | 0.0% | 7,675 | 59.8% |
| 2 | 9,089 | 27.3% | 5,813 | 23.6% | 3,276 | 33.8% |
| 3 | 2,327 | 21.9% | 1,362 | 20.6% | 965 | 23.7% |
| 4 | 317 | 12.0% | 186 | 9.7% | 131 | 15.3% |
| 5 | 33 | 9.1% | 12 | 0.0% | 21 | 14.3% |
| Total | 27,657 | 27.6% | 15,589 | 10.7% | 12,068 | 49.3% |

***6-Year Graduation Rate***

| Number of Institutions Attended | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 1 | 15,891 | 34.1% | 8,216 | 0.0% | 7,675 | 70.7% |
| 2 | 9,089 | 38.9% | 5,813 | 36.7% | 3,276 | 42.9% |
| 3 | 2,327 | 36.0% | 1,362 | 35.0% | 965 | 37.3% |
| 4 | 317 | 23.7% | 186 | 22.6% | 131 | 25.2% |
| 5 | 33 | 24.2% | 12 | 16.7% | 21 | 28.6% |
| Total | 27,657 | 35.7% | 15,589 | 17.0% | 12,068 | 59.9% |

***7-Year Graduation Rate***

| Number of Institutions Attended | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 1 | 15,891 | 35.8% | 8,216 | 0.0% | 7,675 | 74.2% |
| 2 | 9,089 | 45.3% | 5,813 | 44.7% | 3,276 | 46.2% |
| 3 | 2,327 | 46.3% | 1,362 | 47.1% | 965 | 45.2% |
| 4 | 317 | 38.5% | 186 | 37.6% | 131 | 39.7% |
| 5 | 33 | 39.4% | 12 | 16.7% | 21 | 52.4% |
| Total | 27,657 | 39.9% | 15,589 | 21.3% | 12,068 | 63.9% |

**Table B-11**
**Baccalaureate Graduation Rates by Number of Terms Enrolled**

| Number of Terms Enrolled | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 1 | 144 | 0.0% | 46 | 0.0% | 98 | 0.0% |
| 2 | 1,271 | 0.0% | 983 | 0.0% | 288 | 0.0% |
| 3 | 1,258 | 0.0% | 1,018 | 0.0% | 240 | 0.0% |
| 4 | 1,318 | 0.2% | 1,061 | 0.0% | 257 | 0.8% |
| 5 | 1,339 | 0.2% | 1,063 | 0.1% | 276 | 0.7% |
| 6 | 1,318 | 1.1% | 1,000 | 0.2% | 318 | 3.8% |
| 7 | 1,237 | 4.2% | 910 | 0.9% | 327 | 13.5% |
| 8 | 1,293 | 14.0% | 869 | 1.5% | 424 | 39.6% |
| 9 | 1,536 | 31.2% | 853 | 8.0% | 683 | 60.2% |
| 10 | 2,135 | 49.8% | 933 | 19.8% | 1,202 | 73.1% |
| 11 | 2,379 | 61.5% | 1,019 | 33.4% | 1,360 | 82.5% |
| 12 | 2,370 | 63.1% | 1,014 | 40.7% | 1,356 | 79.8% |
| 13 | 2,218 | 65.7% | 995 | 47.5% | 1,223 | 80.5% |
| 14 | 1,949 | 64.8% | 875 | 47.8% | 1,074 | 78.7% |
| 15 | 1,674 | 62.6% | 788 | 50.6% | 886 | 73.3% |
| 16 | 1,471 | 59.4% | 711 | 47.4% | 760 | 70.7% |
| 17 | 1,151 | 62.4% | 590 | 47.6% | 561 | 77.9% |
| 18 | 815 | 59.9% | 427 | 45.0% | 388 | 76.3% |
| 19 | 502 | 57.2% | 280 | 46.1% | 222 | 71.2% |
| 20 | 246 | 47.6% | 138 | 35.5% | 108 | 63.0% |
| 21 | 33 | 54.5% | 16 | 37.5% | 17 | 70.6% |
| Total | 27,657 | 39.9% | 15,589 | 21.3% | 12,068 | 63.9% |

**Table B-12**
**Baccalaureate Graduation Rates by Number of Terms Working While Enrolled**

***5-Year Graduation Rate***

| Number of Terms Working | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 8,008 | 42.7% | 3,162 | 12.4% | 4,846 | 62.5% |
| 1 | 3,681 | 29.6% | 1,898 | 10.4% | 1,783 | 50.0% |
| 2 | 3,471 | 24.0% | 2,093 | 9.3% | 1,378 | 46.4% |
| 3 | 2,679 | 22.6% | 1,679 | 11.3% | 1,000 | 41.5% |
| 4 | 2,287 | 21.1% | 1,498 | 11.9% | 789 | 38.5% |
| 5 | 1,880 | 18.8% | 1,246 | 9.7% | 634 | 36.8% |
| 6 | 1,600 | 17.2% | 1,089 | 11.2% | 511 | 29.9% |
| 7 | 1,183 | 18.9% | 809 | 10.5% | 374 | 37.2% |
| 8 | 1,008 | 17.4% | 709 | 13.7% | 299 | 26.1% |
| 9 | 672 | 13.7% | 478 | 11.9% | 194 | 18.0% |
| 10 | 469 | 10.7% | 344 | 6.7% | 125 | 21.6% |
| 11 | 354 | 4.0% | 279 | 2.5% | 75 | 9.3% |
| 12 | 214 | 1.4% | 177 | 1.1% | 37 | 2.7% |
| 13 | 112 | 2.7% | 93 | 2.2% | 19 | 5.3% |
| 14 | 41 | 0.0% | 35 | 0.0% | 6 | 0.0% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Number of Terms Working | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 8,008 | 49.3% | 3,162 | 17.2% | 4,846 | 70.3% |
| 1 | 3,681 | 36.8% | 1,898 | 14.6% | 1,783 | 60.3% |
| 2 | 3,471 | 30.5% | 2,093 | 13.4% | 1,378 | 56.4% |
| 3 | 2,679 | 30.2% | 1,679 | 16.1% | 1,000 | 53.9% |
| 4 | 2,287 | 29.4% | 1,498 | 17.8% | 789 | 51.6% |
| 5 | 1,880 | 28.4% | 1,246 | 17.3% | 634 | 50.3% |
| 6 | 1,600 | 27.3% | 1,089 | 18.8% | 511 | 45.2% |
| 7 | 1,183 | 30.4% | 809 | 20.1% | 374 | 52.7% |
| 8 | 1,008 | 29.2% | 709 | 24.3% | 299 | 40.8% |
| 9 | 672 | 28.6% | 478 | 25.9% | 194 | 35.1% |
| 10 | 469 | 26.7% | 344 | 19.5% | 125 | 46.4% |
| 11 | 354 | 19.8% | 279 | 16.1% | 75 | 33.3% |
| 12 | 214 | 11.2% | 177 | 10.7% | 37 | 13.5% |
| 13 | 112 | 4.5% | 93 | 4.3% | 19 | 5.3% |
| 14 | 41 | 0.0% | 35 | 0.0% | 6 | 0.0% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Number of Terms Working | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 8,008 | 51.2% | 3,162 | 19.2% | 4,846 | 72.0% |
| 1 | 3,681 | 39.3% | 1,898 | 16.8% | 1,783 | 63.3% |
| 2 | 3,471 | 33.3% | 2,093 | 15.1% | 1,378 | 60.9% |
| 3 | 2,679 | 34.0% | 1,679 | 19.5% | 1,000 | 58.4% |
| 4 | 2,287 | 33.8% | 1,498 | 21.7% | 789 | 56.9% |
| 5 | 1,880 | 33.6% | 1,246 | 21.8% | 634 | 56.6% |
| 6 | 1,600 | 33.5% | 1,089 | 24.1% | 511 | 53.6% |
| 7 | 1,183 | 37.4% | 809 | 27.3% | 374 | 59.4% |
| 8 | 1,008 | 38.0% | 709 | 32.7% | 299 | 50.5% |
| 9 | 672 | 37.1% | 478 | 34.3% | 194 | 43.8% |
| 10 | 469 | 37.5% | 344 | 29.9% | 125 | 58.4% |
| 11 | 354 | 32.5% | 279 | 28.7% | 75 | 46.7% |
| 12 | 214 | 29.4% | 177 | 28.8% | 37 | 32.4% |
| 13 | 112 | 28.6% | 93 | 28.0% | 19 | 31.6% |
| 14 | 41 | 22.0% | 35 | 22.9% | 6 | 16.7% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |



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**Table B-13**
**Baccalaureate Graduation Rates by Number of Terms Enrolled Part-Time**

***5-Year Graduation Rate***

| Part-Time Terms | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 7,693 | 51.0% | 2,672 | 24.0% | 5,021 | 65.4% |
| 1 | 5,340 | 34.5% | 2,629 | 16.2% | 2,711 | 52.2% |
| 2 | 3,966 | 23.3% | 2,353 | 11.7% | 1,613 | 40.3% |
| 3 | 2,908 | 16.4% | 1,958 | 8.8% | 950 | 32.0% |
| 4 | 2,308 | 10.9% | 1,658 | 5.3% | 650 | 25.2% |
| 5 | 1,707 | 7.4% | 1,261 | 3.3% | 446 | 19.1% |
| 6 | 1,204 | 4.4% | 940 | 2.0% | 264 | 12.9% |
| 7 | 909 | 1.8% | 727 | 0.7% | 182 | 6.0% |
| 8 | 630 | 0.8% | 513 | 0.2% | 117 | 3.4% |
| 9 | 426 | 0.2% | 369 | 0.0% | 57 | 1.8% |
| 10 | 265 | 0.8% | 235 | 0.0% | 30 | 6.7% |
| 11 | 163 | 0.0% | 143 | 0.0% | 20 | 0.0% |
| 12 | 98 | 0.0% | 92 | 0.0% | 6 | 0.0% |
| 13 | 21 | 0.0% | 20 | 0.0% | 1 | 0.0% |
| 14 | 19 | 0.0% | 19 | 0.0% | - | N/A |
| Total | 27,657 | 27.6% | 15,589 | 10.7% | 12,068 | 49.3% |

***6-Year Graduation Rate***

| Part-Time Terms | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 7,693 | 57.2% | 2,672 | 29.2% | 5,021 | 72.1% |
| 1 | 5,340 | 44.4% | 2,629 | 22.9% | 2,711 | 65.3% |
| 2 | 3,966 | 33.9% | 2,353 | 19.6% | 1,613 | 54.7% |
| 3 | 2,908 | 25.7% | 1,958 | 16.0% | 950 | 45.7% |
| 4 | 2,308 | 21.4% | 1,658 | 13.4% | 650 | 41.5% |
| 5 | 1,707 | 15.7% | 1,261 | 10.2% | 446 | 31.2% |
| 6 | 1,204 | 11.3% | 940 | 8.1% | 264 | 22.7% |
| 7 | 909 | 8.3% | 727 | 5.9% | 182 | 17.6% |
| 8 | 630 | 5.4% | 513 | 3.1% | 117 | 15.4% |
| 9 | 426 | 2.1% | 369 | 1.4% | 57 | 7.0% |
| 10 | 265 | 1.5% | 235 | 0.9% | 30 | 6.7% |
| 11 | 163 | 1.8% | 143 | 1.4% | 20 | 5.0% |
| 12 | 98 | 1.0% | 92 | 1.1% | 6 | 0.0% |
| 13 | 21 | 0.0% | 20 | 0.0% | 1 | 0.0% |
| 14 | 19 | 0.0% | 19 | 0.0% | - | N/A |
| Total | 27,657 | 35.7% | 15,589 | 17.0% | 12,068 | 59.9% |

***7-Year Graduation Rate***

| Part-Time Terms | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| 0 | 7,693 | 58.5% | 2,672 | 30.2% | 5,021 | 73.5% |
| 1 | 5,340 | 47.1% | 2,629 | 25.6% | 2,711 | 67.9% |
| 2 | 3,966 | 38.3% | 2,353 | 22.9% | 1,613 | 60.8% |
| 3 | 2,908 | 31.1% | 1,958 | 20.5% | 950 | 52.8% |
| 4 | 2,308 | 28.1% | 1,658 | 19.4% | 650 | 50.3% |
| 5 | 1,707 | 22.8% | 1,261 | 16.6% | 446 | 40.6% |
| 6 | 1,204 | 19.6% | 940 | 16.1% | 264 | 32.2% |
| 7 | 909 | 16.9% | 727 | 14.0% | 182 | 28.6% |
| 8 | 630 | 13.0% | 513 | 9.9% | 117 | 26.5% |
| 9 | 426 | 10.1% | 369 | 9.2% | 57 | 15.8% |
| 10 | 265 | 6.0% | 235 | 5.1% | 30 | 13.3% |
| 11 | 163 | 6.1% | 143 | 4.2% | 20 | 20.0% |
| 12 | 98 | 6.1% | 92 | 5.4% | 6 | 16.7% |
| 13 | 21 | 4.8% | 20 | 5.0% | 1 | 0.0% |
| 14 | 19 | 5.3% | 19 | 5.3% | - | N/A |
| Total | 27,657 | 39.9% | 15,589 | 21.3% | 12,068 | 63.9% |



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**Table B-14**
**Baccalaureate Graduation Rates by Second Year Retention**

***5-Year Graduation Rate***

| Retained | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 23,546 | 32.1% | 12,481 | 13.1% | 11,065 | 53.5% |
| No | 4,113 | 1.4% | 3,108 | 0.9% | 1,005 | 3.2% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Retained | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 23,546 | 41.5% | 12,481 | 20.8% | 11,065 | 64.8% |
| No | 4,113 | 2.9% | 3,108 | 2.0% | 1,005 | 5.7% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Retained | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 23,546 | 46.0% | 12,481 | 25.7% | 11,065 | 68.8% |
| No | 4,113 | 4.7% | 3,108 | 3.3% | 1,005 | 9.0% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

**Table B-15**
**Baccalaureate Graduation Rates by Need for Remediation**

***5-Year Graduation Rate***

| Remediation Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Writing*** | | | | | | |
| Yes | 5,393 | 7.3% | 4,815 | 5.5% | 578 | 22.3% |
| No | 22,266 | 32.4% | 10,774 | 13.0% | 11,492 | 50.7% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Reading*** | | | | | | |
| Yes | 5,070 | 7.4% | 4,484 | 5.6% | 586 | 21.5% |
| No | 22,589 | 32.1% | 11,105 | 12.8% | 11,484 | 50.7% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |
| ***Mathematics*** | | | | | | |
| Yes | 6,136 | 7.5% | 5,603 | 5.6% | 533 | 28.0% |
| No | 21,523 | 33.3% | 9,986 | 13.6% | 11,537 | 50.3% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Remediation Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Writing*** | | | | | | |
| Yes | 5,393 | 12.6% | 4,815 | 9.9% | 578 | 35.1% |
| No | 22,266 | 41.3% | 10,774 | 20.2% | 11,492 | 61.1% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Reading*** | | | | | | |
| Yes | 5,070 | 12.9% | 4,484 | 9.9% | 586 | 35.7% |
| No | 22,589 | 40.9% | 11,105 | 19.9% | 11,484 | 61.1% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |
| ***Mathematics*** | | | | | | |
| Yes | 6,136 | 12.9% | 5,603 | 10.4% | 533 | 39.6% |
| No | 21,523 | 42.2% | 9,986 | 20.7% | 11,537 | 60.8% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Remediation Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| ***Writing*** | | | | | | |
| Yes | 5,393 | 16.3% | 4,815 | 13.1% | 578 | 42.2% |
| No | 22,266 | 45.6% | 10,774 | 24.9% | 11,492 | 64.9% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Reading*** | | | | | | |
| Yes | 5,070 | 16.8% | 4,484 | 13.4% | 586 | 43.3% |
| No | 22,589 | 45.0% | 11,105 | 24.4% | 11,484 | 64.9% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |
| ***Mathematics*** | | | | | | |
| Yes | 6,136 | 16.6% | 5,603 | 13.8% | 533 | 45.8% |
| No | 21,523 | 46.5% | 9,986 | 25.4% | 11,537 | 64.7% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

**Table B-16**
**Baccalaureate Graduation Rates by Dual Enrollment Attempted**

***5-Year Graduation Rate***

| Dual Enrollment Hours Attempted | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 21,297 | 23.0% | 13,038 | 8.5% | 8,259 | 45.9% |
| 1 to 15 hrs | 5,166 | 41.3% | 2,131 | 20.7% | 3,035 | 55.7% |
| 16 to 30 hrs | 902 | 49.6% | 311 | 28.3% | 591 | 60.7% |
| 31 to 45 hrs | 228 | 50.9% | 85 | 32.9% | 143 | 61.5% |
| 46 to 60 hrs | 49 | 38.8% | 22 | 13.6% | 27 | 59.3% |
| over 61 hrs | 17 | 70.6% | 2 | 0.0% | 15 | 80.0% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Dual Enrollment Hours Attempted | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 21,297 | 31.0% | 13,038 | 14.5% | 8,259 | 57.0% |
| 1 to 15 hrs | 5,166 | 50.5% | 2,131 | 29.1% | 3,035 | 65.5% |
| 16 to 30 hrs | 902 | 56.7% | 311 | 34.4% | 591 | 68.4% |
| 31 to 45 hrs | 228 | 55.7% | 85 | 35.3% | 143 | 67.8% |
| 46 to 60 hrs | 49 | 42.9% | 22 | 13.6% | 27 | 66.7% |
| over 61 hrs | 17 | 70.6% | 2 | 0.0% | 15 | 80.0% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Dual Enrollment Hours Attempted | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 21,297 | 35.2% | 13,038 | 18.6% | 8,259 | 61.3% |
| 1 to 15 hrs | 5,166 | 54.8% | 2,131 | 34.2% | 3,035 | 69.2% |
| 16 to 30 hrs | 902 | 59.0% | 311 | 37.9% | 591 | 70.1% |
| 31 to 45 hrs | 228 | 58.3% | 85 | 40.0% | 143 | 69.2% |
| 46 to 60 hrs | 49 | 46.9% | 22 | 18.2% | 27 | 70.4% |
| over 61 hrs | 17 | 70.6% | 2 | 0.0% | 15 | 80.0% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

## Table B-17
## Baccalaureate Graduation Rates by Acceleration Test Credit Earned

***5-Year Graduation Rate***

| Acceleration Test Credit[1] | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 24,080 | 22.9% | 14,885 | 10.1% | 9,195 | 43.7% |
| 1 to 15 hrs | 3,046 | 56.9% | 654 | 24.9% | 2,392 | 65.6% |
| 16 to 30 hrs | 448 | 71.2% | 34 | 14.7% | 414 | 75.8% |
| 31 to 45 hrs | 71 | 67.6% | 12 | 0.0% | 59 | 81.4% |
| 46 to 60 hrs | 14 | 42.9% | 4 | 0.0% | 10 | 60.0% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Acceleration Test Credit[1] | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 24,080 | 31.0% | 14,885 | 16.2% | 9,195 | 55.0% |
| 1 to 15 hrs | 3,046 | 66.2% | 654 | 35.6% | 2,392 | 74.5% |
| 16 to 30 hrs | 448 | 77.7% | 34 | 32.4% | 414 | 81.4% |
| 31 to 45 hrs | 71 | 69.0% | 12 | 0.0% | 59 | 83.1% |
| 46 to 60 hrs | 14 | 50.0% | 4 | 0.0% | 10 | 70.0% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Acceleration Test Credit[1] | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| None | 24,080 | 35.3% | 14,885 | 20.4% | 9,195 | 59.4% |
| 1 to 15 hrs | 3,046 | 69.4% | 654 | 40.8% | 2,392 | 77.2% |
| 16 to 30 hrs | 448 | 80.1% | 34 | 38.2% | 414 | 83.6% |
| 31 to 45 hrs | 71 | 69.0% | 12 | 0.0% | 59 | 83.1% |
| 46 to 60 hrs | 14 | 50.0% | 4 | 0.0% | 10 | 70.0% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

[1] Test Credit refers to Advanced Placement, International Baccalaureate, CLEP or other test credit awarded.

**Table B-18**
**Baccalaureate Graduation Rates by whether a Student Earned an Associate in Arts (A.A.) Degree in the Community College System**

***5-Year Graduation Rate***

| Earned an A.A. Degree in the CCS | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 7,001 | 23.6% | 6,107 | 24.6% | 894 | 16.8% |
| No | 20,658 | 28.9% | 9,482 | 1.8% | 11,176 | 51.9% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Earned an A.A. Degree in the CCS | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 7,001 | 37.8% | 6,107 | 38.6% | 894 | 32.2% |
| No | 20,658 | 35.0% | 9,482 | 3.1% | 11,176 | 62.1% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Earned an A.A. Degree in the CCS | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 7,001 | 47.1% | 6,107 | 47.8% | 894 | 42.2% |
| No | 20,658 | 37.4% | 9,482 | 4.2% | 11,176 | 65.6% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

**Table B-19**

**Baccalaureate Graduation Rates of Total Cohort, by Whether a Student Started in the State University System**

***5-Year Graduation Rate***

| Started in the SUS | Total Cohort | |
|---|---|---|
| | No. in Cohort | Graduation Rate |
| Yes | 12,070 | 49.3% |
| No | 15,589 | 10.7% |
| Total | 27,659 | 27.5% |

***6-Year Graduation Rate***

| Started in the SUS | Total Cohort | |
|---|---|---|
| | No. in Cohort | Graduation Rate |
| Yes | 12,070 | 59.9% |
| No | 15,589 | 17.0% |
| Total | 27,659 | 35.7% |

***7-Year Graduation Rate***

| Started in the SUS | Total Cohort | |
|---|---|---|
| | No. in Cohort | Graduation Rate |
| Yes | 12,070 | 63.9% |
| No | 15,589 | 21.3% |
| Total | 27,659 | 39.8% |

## Table B-20
## Baccalaureate Graduation Rates by Type of Financial Aid Received During Enrollment Period

***5-Year Graduation Rate***

| Type of Financial Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Received need-based only | 3,278 | 14.6% | 2,332 | 5.2% | 1,246 | 28.7% |
| Received non-need-based only | 6,453 | 52.1% | 2,923 | 17.0% | 3,530 | 62.2% |
| Received both need and non-need | 10,325 | 26.1% | 5,016 | 14.9% | 5,309 | 49.2% |
| No aid received | 7,303 | 14.9% | 5,318 | 5.7% | 1,985 | 39.6% |
| Total | 27,359 | 27.9% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Type of Financial Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Received need-based only | 3,278 | 21.8% | 2,332 | 9.7% | 1,246 | 39.1% |
| Received non-need-based only | 6,453 | 49.6% | 2,923 | 23.7% | 3,530 | 71.0% |
| Received both need and non-need | 10,325 | 43.2% | 5,016 | 23.9% | 5,309 | 61.4% |
| No aid received | 7,303 | 20.6% | 5,318 | 10.0% | 1,985 | 49.2% |
| Total | 27,359 | 36.1% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Type of Financial Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Received need-based only | 3,278 | 26.3% | 2,332 | 13.7% | 1,246 | 43.4% |
| Received non-need-based only | 6,453 | 52.5% | 2,923 | 27.1% | 3,530 | 73.4% |
| Received both need and non-need | 10,325 | 49.0% | 5,016 | 30.5% | 5,309 | 66.5% |
| No aid received | 7,303 | 23.5% | 5,318 | 12.6% | 1,985 | 52.7% |
| Total | 27,359 | 40.3% | 15,589 | 21.3% | 12,070 | 63.9% |

## Table B-21
## Baccalaureate Graduation Rates by Receipt of a Financial Aid Loan

***5-Year Graduation Rate***

| Received Loan Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 11,904 | 31.3% | 5,520 | 14.0% | 6,384 | 46.3% |
| No | 15,755 | 24.7% | 10,069 | 8.9% | 5,686 | 52.7% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Received Loan Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 11,904 | 42.4% | 5,520 | 23.7% | 6,384 | 58.6% |
| No | 15,755 | 30.7% | 10,069 | 13.4% | 5,686 | 61.4% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Received Loan Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 11,904 | 48.4% | 5,520 | 30.9% | 6,384 | 63.6% |
| No | 15,755 | 33.4% | 10,069 | 16.0% | 5,686 | 64.2% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

## Table B-22
## Baccalaureate Graduation Rates by Receipt of a Financial Aid Grant

***5-Year Graduation Rate***

| Received Grant Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 48.1% | 7,376 | 11.1% | 5,541 | 44.7% |
| No | 20,801 | 20.8% | 8,213 | 10.3% | 6,529 | 53.2% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Received Grant Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 64.7% | 7,376 | 17.8% | 5,541 | 56.4% |
| No | 20,801 | 26.2% | 8,213 | 16.3% | 6,529 | 62.8% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Received Grant Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 74.7% | 7,376 | 23.2% | 5,541 | 61.6% |
| No | 20,801 | 28.4% | 8,213 | 19.5% | 6,529 | 65.8% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |


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## Table B-23
## Baccalaureate Graduation Rates by Receipt of a Pell Grant

***5-Year Graduation Rate***

| Received a Pell Grant | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 21.5% | 3,845 | 6.2% | 3,013 | 41.0% |
| No | 20,801 | 29.5% | 11,744 | 12.2% | 9,057 | 52.1% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Received a Pell Grant | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 29.5% | 3,845 | 11.3% | 3,013 | 52.8% |
| No | 20,801 | 37.8% | 11,744 | 18.9% | 9,057 | 62.3% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Received a Pell Grant | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 33.6% | 3,845 | 15.0% | 3,013 | 57.4% |
| No | 20,801 | 41.9% | 11,744 | 23.3% | 9,057 | 66.0% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

## Table B-24
## Baccalaureate Graduation Rates by Receipt of a Financial Aid Scholarship

***5-Year Graduation Rate***

| Received Scholarship Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 73.2% | 4,424 | 22.1% | 6,941 | 58.3% |
| No | 20,801 | 12.5% | 11,165 | 6.2% | 5,129 | 37.2% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Received Scholarship Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 90.0% | 4,424 | 31.5% | 6,941 | 68.9% |
| No | 20,801 | 17.8% | 11,165 | 11.3% | 5,129 | 47.8% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 59.9% |

***7-Year Graduation Rate***

| Received Scholarship Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 97.2% | 4,424 | 37.0% | 6,941 | 72.5% |
| No | 20,801 | 20.9% | 11,165 | 15.0% | 5,129 | 52.2% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

**Table B-25**
**Baccalaureate Graduation Rates by Receipt of Employment Financial Aid**

***5-Year Graduation Rate***

| Received Employment Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 10.0% | 1,368 | 7.2% | 1,165 | 50.1% |
| No | 20,801 | 33.3% | 14,221 | 11.0% | 10,905 | 49.2% |
| Total | 27,659 | 27.5% | 15,589 | 10.7% | 12,070 | 49.3% |

***6-Year Graduation Rate***

| Received Employment Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 13.4% | 1,368 | 13.0% | 1,165 | 63.3% |
| No | 20,801 | 43.1% | 14,221 | 17.4% | 10,905 | 32.0% |
| Total | 27,659 | 35.7% | 15,589 | 17.0% | 12,070 | 35.0% |

***7-Year Graduation Rate***

| Received Employment Aid | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate | No. in Cohort | Graduation Rate |
| Yes | 6,858 | 15.3% | 1,368 | 18.6% | 1,165 | 68.4% |
| No | 20,801 | 47.9% | 14,221 | 21.5% | 10,905 | 63.4% |
| Total | 27,659 | 39.8% | 15,589 | 21.3% | 12,070 | 63.9% |

# APPENDIX C

# AVERAGE TIME TO BACCALAUREATE DEGREE COMPLETION

**Table C-1**

**OLS Regression Model- Analysis of Parameter Estimates**

| Variable | Estimate | Std. Error | t-value | Pr > ChiSq |
|---|---|---|---|---|
| Intercept | 10.1608 | 0.1912 | 53.150 | <.0001 |
| HSGPA | -0.2718 | 0.0311 | -8.740 | <.0001 |
| PTTERMS | 0.2209 | 0.0109 | 20.190 | <.0001 |
| FEMALE | -0.5985 | 0.0348 | -17.190 | <.0001 |
| SUSTART | -0.6218 | 0.0917 | -6.780 | <.0001 |
| TERMGPA | -0.2984 | 0.0261 | -11.430 | <.0001 |
| ALLDUAL | -0.0370 | 0.0025 | -14.760 | <.0001 |
| ALLTEST | -0.0314 | 0.0033 | -9.410 | <.0001 |
| CRSMET | 0.0450 | 0.0539 | 0.830 | .4043 |
| WRKTERMS | 0.1299 | 0.0064 | 20.380 | <.0001 |
| DISABLE | 0.1742 | 0.2433 | 0.720 | .4739 |
| EREMNO | 0.1155 | 0.0269 | 4.300 | <.0001 |
| AADEGR | -0.0687 | 0.0912 | -0.750 | .4512 |
| STOPOUTS | 1.2233 | 0.0231 | 52.930 | <.0001 |
| SUMMER | 0.1944 | 0.0178 | 10.940 | <.0001 |
| DMAJOR | 0.0530 | 0.1239 | 0.430 | .6688 |
| MAJORNO2 | 0.2266 | 0.0242 | 9.380 | <.0001 |
| STARTERM | -0.2504 | 0.0471 | -5.320 | <.0001 |
| ALTERMS | 0.2759 | 0.0084 | 33.000 | <.0001 |
| LONGDEGR | 1.8452 | 0.0838 | 22.030 | <.0001 |
| AA_INT | 0.8743 | 0.1336 | 6.550 | <.0001 |

| DF | Sum of Squares | Mean Square | F Value | Pr > ChiSq |
|---|---|---|---|---|
| 20 | 51329 | 2566.4414 | 845.86 | <.0001 |

| R-Squared | Adjusted R-Squared |
|---|---|
| 0.6071 | 0.6064 |

## Table C-2
## Average Time to the Completion of a Baccalaureate Degree by Demographic Characteristics

| Demographic Characteristic | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| ***Race/Ethnicity*** | | | | | | |
| Asian | 551 | 13.0 | 136 | 14.6 | 415 | 12.5 |
| Black | 1,205 | 13.5 | 248 | 14.8 | 957 | 13.2 |
| Hispanic | 1,203 | 13.4 | 421 | 14.7 | 782 | 12.8 |
| American Indian | 15 | 12.9 | 7 | 13.4 | 8 | 12.4 |
| White | 8,498 | 12.6 | 2,952 | 13.8 | 5,546 | 11.9 |
| ***Gender*** | | | | | | |
| Male | 4,392 | 13.3 | 1,421 | 14.4 | 2,971 | 12.8 |
| Female | 7,080 | 12.5 | 2,343 | 13.8 | 4,737 | 11.8 |
| ***Disability*** | | | | | | |
| Yes | 64 | 14.1 | 41 | 14.8 | 23 | 12.9 |
| No | 11,408 | 12.8 | 3,723 | 14.0 | 7,685 | 12.2 |

## Table C-3
## Average Time to the Completion of a Baccalaureate Degree by Estimated Family Income

| Estimated Family Income | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Less than $10,000 | 335 | 13.2 | 95 | 14.2 | 240 | 12.8 |
| $10,000 - $19,999 | 897 | 13.2 | 294 | 14.5 | 603 | 12.6 |
| $20,000 - $29,999 | 1,224 | 12.9 | 374 | 14.0 | 850 | 12.4 |
| $30,000 - $39,999 | 1,473 | 12.6 | 480 | 13.8 | 993 | 12.1 |
| $40,000 - $49,999 | 1,152 | 12.5 | 337 | 13.8 | 815 | 12.0 |
| $50,000 - $59,999 | 1,000 | 12.4 | 276 | 13.3 | 724 | 12.1 |
| $60,000 - $69,999 | 763 | 12.2 | 172 | 13.3 | 591 | 11.9 |
| $70,000 and above | 1,931 | 12.3 | 361 | 13.7 | 1,570 | 12.0 |

**Table C-4**
**Average Time to Completion of a Baccalaureate Degree by Academic Criteria**

| Academic Criteria | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| ***High School GPA*** | | | | | | |
| Less than 2.0 | 217 | 15.4 | 202 | 15.4 | 15 | 15.7 |
| 2.00 to 2.49 | 996 | 14.8 | 736 | 15.0 | 260 | 14.2 |
| 2.50 to 2.99 | 2,119 | 13.8 | 938 | 14.3 | 1,181 | 13.4 |
| 3.00 to 3.49 | 2,901 | 13.0 | 855 | 13.8 | 2,046 | 12.6 |
| 3.50 to 3.99 | 2,796 | 12.2 | 636 | 13.1 | 2,160 | 11.9 |
| 4.0 and above | 2,329 | 11.3 | 342 | 12.4 | 1,987 | 11.1 |
| ***Required Courses Met*** | | | | | | |
| Yes | 9,771 | 12.7 | 2,720 | 13.8 | 7,051 | 12.2 |
| No | 1,582 | 13.4 | 925 | 14.5 | 657 | 11.9 |
| ***SAT Equivalent Score*** | | | | | | |
| Less than 800 | 639 | 14.7 | 442 | 15.1 | 197 | 13.9 |
| 800 to 899 | 1,186 | 13.9 | 675 | 14.3 | 511 | 13.3 |
| 900 to 999 | 2,247 | 13.3 | 895 | 14.1 | 1,352 | 12.7 |
| 1000 to 1099 | 2,189 | 12.7 | 655 | 13.5 | 1,534 | 12.4 |
| 1100 to 1199 | 2,243 | 12.3 | 470 | 13.1 | 1,773 | 12.1 |
| 1200 to 1299 | 1,429 | 11.7 | 191 | 13.1 | 1,238 | 11.5 |
| 1300 to 1399 | 793 | 11.3 | 70 | 13.0 | 723 | 11.2 |
| 1400 to 1499 | 184 | 10.9 | 6 | 11.0 | 178 | 10.8 |
| 1500 to 1600 | 44 | 10.6 | - | N/A | 44 | 10.6 |

**Table C-5**
**Average Time to the Completion of a Baccalaureate Degree by whether a Student Successfully Completed[1] the SUS Course Requirements, by Subject Area**

| Subject Area | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| ***English*** | | | | | | |
| Yes | 9,981 | 12.6 | 2,835 | 13.7 | 7,146 | 12.2 |
| No | 1,491 | 13.9 | 929 | 14.8 | 562 | 12.4 |
| ***Mathematics*** | | | | | | |
| Yes | 7,776 | 12.3 | 1,807 | 13.5 | 5,969 | 12.0 |
| No | 3,696 | 13.8 | 1,957 | 14.5 | 1,739 | 12.9 |
| ***Social Studies*** | | | | | | |
| Yes | 10,176 | 12.6 | 2,903 | 13.7 | 7,273 | 12.1 |
| No | 1,296 | 14.2 | 861 | 14.9 | 435 | 12.8 |
| ***Natural Science*** | | | | | | |
| Yes | 9,853 | 12.5 | 2,706 | 13.7 | 7,147 | 12.1 |
| No | 1,619 | 14.3 | 1,058 | 14.7 | 561 | 13.4 |
| ***Foreign Language*** | | | | | | |
| Yes | 9,017 | 12.5 | 2,403 | 13.6 | 6,614 | 12.0 |
| No | 2,455 | 14.0 | 1,361 | 14.7 | 1,094 | 13.1 |

[1]Student must have achieved at least a 2.5 GPA in the required courses.

## Table C-6
## Average Time to the Completion of a Baccalaureate Degree by First Term Grade Point Average

| Term GPA | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Less than 2.0 | 1,095 | 14.0 | 321 | 14.8 | 774 | 13.7 |
| 2.00 to 2.49 | 1,708 | 13.5 | 480 | 14.8 | 1,228 | 12.9 |
| 2.50 to 2.99 | 2,453 | 12.9 | 726 | 14.2 | 1,727 | 12.4 |
| 3.00 to 3.49 | 3,087 | 12.5 | 1,039 | 13.9 | 2,048 | 11.8 |
| 3.40 to 3.99 | 2,119 | 11.9 | 651 | 13.1 | 1,468 | 11.3 |
| 4.0 and above | 628 | 11.8 | 262 | 13.1 | 366 | 10.9 |

## Table C-7
## Average Time to the Completion of a Baccalaureate Degree by Number of Institutions Attended

| Number of Institutions Attended | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 1 | 5,140 | 11.9 | - | - | 5,139 | 11.9 |
| 2 | 4,809 | 13.3 | 2,892 | 13.8 | 1,917 | 12.4 |
| 3 | 1,316 | 14.1 | 763 | 14.4 | 553 | 13.6 |
| 4 | 187 | 14.8 | 102 | 15.1 | 85 | 14.3 |
| 5 | 20 | 15.8 | 6 | 16.7 | 14 | 15.4 |

## Table C-8
## Average Time to the Completion of a Baccalaureate Degree by Number of Terms Working While Enrolled

| Number of Terms Working | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 4,168 | 11.7 | 679 | 13.0 | 3,489 | 11.5 |
| 1 | 1,488 | 12.4 | 359 | 13.2 | 1,129 | 12.1 |
| 2 | 1,216 | 12.6 | 377 | 13.2 | 839 | 12.4 |
| 3 | 963 | 13.2 | 379 | 13.8 | 584 | 12.7 |
| 4 | 812 | 13.2 | 363 | 13.7 | 449 | 12.8 |
| 5 | 660 | 13.6 | 301 | 14.3 | 359 | 13.0 |
| 6 | 573 | 13.9 | 299 | 14.3 | 274 | 13.6 |
| 7 | 477 | 14.0 | 255 | 14.6 | 222 | 13.2 |
| 8 | 415 | 14.4 | 264 | 14.7 | 151 | 13.8 |
| 9 | 270 | 15.0 | 185 | 15.2 | 85 | 14.6 |
| 10 | 195 | 15.3 | 122 | 15.5 | 73 | 14.9 |
| 11 | 125 | 16.1 | 90 | 16.4 | 35 | 15.5 |
| 12 | 68 | 17.1 | 56 | 17.1 | 12 | 16.8 |
| 13 | 33 | 17.7 | 27 | 17.7 | 6 | 17.7 |
| 14 | 9 | 18.8 | 8 | 18.8 | 1 | 19.0 |

**Table C-9**
**Average Time to the Completion of a Baccalaureate Degree by Number of Terms Enrolled Part-Time**

| Part-Time Terms | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 4,216 | 11.4 | 836 | 12.0 | 3,380 | 11.2 |
| 1 | 2,670 | 12.5 | 769 | 13.2 | 1,901 | 12.2 |
| 2 | 1,703 | 13.3 | 619 | 13.9 | 1,084 | 12.9 |
| 3 | 1,008 | 14.0 | 459 | 14.6 | 549 | 13.4 |
| 4 | 742 | 14.4 | 382 | 15.0 | 360 | 13.8 |
| 5 | 473 | 15.1 | 264 | 15.9 | 209 | 14.1 |
| 6 | 294 | 15.3 | 184 | 16.2 | 110 | 13.9 |
| 7 | 171 | 16.6 | 114 | 17.0 | 57 | 15.8 |
| 8 | 104 | 16.8 | 68 | 17.4 | 36 | 15.5 |
| 9 | 52 | 17.6 | 40 | 17.9 | 12 | 16.6 |
| 10 | 21 | 17.4 | 16 | 17.6 | 5 | 16.6 |
| 11 | 10 | 17.6 | 6 | 17.2 | 4 | 18.3 |
| 12 | 6 | 18.5 | 5 | 18.4 | 1 | 19.0 |
| 13 | 1 | 19.0 | 1 | 19.0 | - | N/A |
| 14 | 1 | 19.0 | 1 | 19.0 | - | N/A |

**Table C-10**
**Average Time to the Completion of a Baccalaureate Degree by Second Year Retention**

| Retained | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Yes | 11,263 | 12.7 | 3,644 | 14.0 | 7,619 | 12.1 |
| No | 209 | 15.3 | 120 | 15.6 | 89 | 14.9 |

**Table C-11**
**Average Time to the Completion of a Baccalaureate Degree by the Number of Areas in Which a Student was Determined to Need Remediation by Either the CCS or SUS**

| Total Number of Areas in Which Student Needed Remediation | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 9,423 | 12.5 | 2,416 | 13.7 | 7,007 | 12.0 |
| 1 | 1,174 | 13.9 | 723 | 14.4 | 451 | 13.1 |
| 2 | 512 | 14.5 | 332 | 14.8 | 180 | 14.0 |
| 3 | 363 | 14.6 | 293 | 14.5 | 70 | 14.8 |

## Table C-12

## Average Time to the Completion of a Baccalaureate Degree by Acceleration Credit

| Dual Enrollment Hours Attempted | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 7,719 | 13.1 | 2,656 | 14.3 | 5,063 | 12.5 |
| 1 to 15 hrs | 3,003 | 12.4 | 902 | 13.4 | 2,101 | 11.9 |
| 16 to 30 hrs | 572 | 11.3 | 158 | 12.5 | 414 | 10.8 |
| 31 to 45 hrs | 140 | 10.6 | 41 | 11.4 | 99 | 10.3 |
| 46 to 60 hrs | 26 | 9.9 | 7 | 10.0 | 19 | 9.9 |
| over 61 hrs | 12 | 7.2 | - | N/A | 12 | 7.2 |

| Acceleration Test Credit[1] Attempted | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 8,904 | 13.1 | 3,445 | 14.1 | 5,459 | 12.5 |
| 1 to 15 hrs | 2,148 | 11.7 | 301 | 13.2 | 1,847 | 11.5 |
| 16 to 30 hrs | 364 | 10.9 | 18 | 13.8 | 346 | 10.7 |
| 31 to 45 hrs | 49 | 10.1 | - | N/A | 49 | 10.1 |
| 46 to 60 hrs | 7 | 11.0 | - | N/A | 7 | 11.0 |

[1] Test Credit refers to Advanced Placement, International Baccalaureate, CLEP or other test credit awarded.

## Table C-13

## Average Time to the Completion of a Baccalaureate Degree by Whether a Student Earned an Associate in Arts (A.A.) Degree in the Community College System

| Earned an A.A. Degree | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Yes | 3,647 | 14.0 | 3,272 | 13.9 | 375 | 14.4 |
| No | 7,825 | 12.2 | 492 | 14.6 | 7,333 | 12.1 |

## Table C-14

## Average Time to the Completion of a Baccalaureate Degree by Sector (CCS or SUS)

| Started in the SUS | Total Cohort | |
|---|---|---|
| | No. in Cohort | Average (in terms) |
| Yes | 7,708 | 12.2 |
| No | 3,764 | 14.0 |

## Table C-15
## Average Time to the Completion of a Baccalaureate Degree by Starting Term

| Starting Term | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Summer 1994 | 2,052 | 13.4 | 575 | 13.9 | 1,477 | 13.2 |
| Fall 1994 | 9,420 | 12.6 | 3,189 | 14.0 | 6,231 | 11.9 |

## Table C-16
## Average Time to the Completion of a Baccalaureate Degree by the Number of Summer Terms Enrolled

| Number of Summer Terms | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 258 | 11.1 | 44 | 13.4 | 214 | 10.6 |
| 1 | 1,097 | 11.3 | 208 | 12.9 | 889 | 10.9 |
| 2 | 2,553 | 11.6 | 582 | 12.7 | 1,971 | 11.3 |
| 3 | 3,502 | 12.4 | 1,090 | 13.2 | 2,412 | 12.0 |
| 4 | 2,531 | 13.5 | 1,037 | 14.1 | 1,494 | 13.1 |
| 5 | 1,178 | 15.3 | 602 | 15.7 | 576 | 14.8 |
| 6 | 316 | 17.4 | 181 | 17.7 | 135 | 17.1 |
| 7 | 37 | 18.8 | 20 | 18.9 | 17 | 18.7 |

## Table C-17
## Average Time to the Completion of a Baccalaureate Degree by Number of Stopouts

| Stopouts[1] | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 0 | 9,641 | 12.3 | 2,860 | 13.4 | 6,781 | 11.8 |
| 1 | 1,157 | 15.1 | 595 | 15.6 | 562 | 14.4 |
| 2 | 390 | 15.9 | 183 | 16.4 | 207 | 15.3 |
| 3 | 124 | 16.6 | 63 | 17.0 | 61 | 16.1 |
| 4 | 110 | 16.0 | 41 | 17.1 | 69 | 15.3 |
| 5 | 30 | 17.0 | 10 | 16.9 | 20 | 17.1 |
| 6 | 12 | 17.0 | 7 | 17.6 | 5 | 16.2 |
| 7 | 4 | 18.8 | 3 | 19.0 | 1 | 18.0 |
| 8 | 3 | 19.0 | 1 | 19.0 | 2 | 19.0 |
| 9 | 1 | 18.0 | 1 | 18.0 | - | N/A |

[1] Stopouts were students who were not enrolled for either a fall or spring term at any point during the tracking period.

## Table C-18
## Average Time to the Completion of a Baccalaureate Degree by the Number of 6-Digit Majors

| Number of 6-Digit Majors | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 1 | 4,578 | 12.7 | 2,325 | 13.7 | 2,253 | 11.7 |
| 2 | 4,218 | 12.7 | 1,133 | 14.4 | 3,085 | 12.1 |
| 3 | 1,957 | 12.9 | 266 | 14.8 | 1,691 | 12.6 |
| 4 | 566 | 13.2 | 33 | 15.9 | 533 | 13.1 |
| 5 | 122 | 14.1 | 7 | 15.3 | 115 | 14.0 |
| 6 | 24 | 14.8 | - | N/A | 24 | 14.8 |
| 7 | 4 | 15.5 | - | N/A | 4 | 15.5 |
| 8 | 1 | 15.0 | - | N/A | 1 | 15.0 |
| 9 | 1 | 17.0 | - | N/A | 1 | 17.0 |

## Table C-19
## Average Time to the Completion of a Baccalaureate Degree by the Number of 2-Digit Majors

| Number of 2-Digit Majors | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| 1 | 6,603 | 12.7 | 3,011 | 13.8 | 3,592 | 11.8 |
| 2 | 3,651 | 12.7 | 660 | 14.8 | 2,991 | 12.3 |
| 3 | 1,034 | 13.1 | 87 | 15.4 | 947 | 12.9 |
| 4 | 161 | 13.7 | 5 | 16.0 | 156 | 13.7 |
| 5 | 19 | 13.8 | 1 | 14.0 | 18 | 13.8 |
| 6 | 2 | 17.0 | - | N/A | 2 | 17.0 |
| 7 | 1 | 17.0 | - | N/A | 1 | 17.0 |

## Table C-20
## Average Time to the Completion of a Baccalaureate Degree by Whether a Student Had a Double Major

| Double Major | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Yes | 216 | 13.3 | 70 | 15.0 | 146 | 12.5 |
| No | 11,256 | 12.8 | 3,694 | 14.0 | 7,562 | 12.2 |

## Table C-21
## Average Time to the Completion of a Baccalaureate Degree by Whether a Student's Major Required More Than 128 Hours

| Required More Than 128 Hours | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Yes | 482 | 14.1 | 98 | 15.5 | 384 | 13.7 |
| No | 10,990 | 12.7 | 3,666 | 14.0 | 7,324 | 12.1 |

## Table C-22
## Average Time to the Completion of a Baccalaureate Degree by Type of Financial Aid Received

| Type of Financial Aid Received | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| ***Loans*** | | | | | | |
| Yes | 6,010 | 13.1 | 1,951 | 14.3 | 4,059 | 12.5 |
| No | 5,462 | 12.5 | 1,813 | 13.7 | 3,649 | 11.9 |
| ***Scholarships*** | | | | | | |
| Yes | 6,898 | 12.3 | 1,866 | 13.5 | 5,032 | 11.9 |
| No | 4,574 | 13.5 | 1,898 | 14.5 | 2,676 | 12.8 |
| ***Grants*** | | | | | | |
| Yes | 5,355 | 13.1 | 1,942 | 14.3 | 3,413 | 12.5 |
| No | 6,117 | 12.5 | 1,822 | 13.7 | 4,295 | 11.9 |
| ***Employment*** | | | | | | |
| Yes | 1,080 | 13.1 | 283 | 14.7 | 797 | 12.5 |
| No | 10,392 | 12.7 | 2,481 | 13.9 | 6,911 | 12.1 |

## Table C-23
## Average Time to the Completion of a Baccalaureate Degree by Basis of Financial Aid

| Basis of Financial Aid Received | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Need only | 906 | 13.8 | 365 | 14.9 | 541 | 13.1 |
| Non-Need only | 3,500 | 12.1 | 908 | 13.3 | 2,592 | 11.6 |
| Both Need and Non-Need | 5,270 | 12.9 | 1,742 | 14.1 | 3,528 | 12.3 |
| No Aid | 1,796 | 13.2 | 749 | 14.2 | 1,047 | 12.5 |

## Table C-24
## Average Time to the Completion of a Baccalaureate Degree by Receipt of a Pell Grant

| Received a Pell Grant | Total Cohort | | CCS Cohort | | SUS Cohort | |
|---|---|---|---|---|---|---|
| | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) | No. in Cohort | Average (in terms) |
| Yes | 2,376 | 13.2 | 644 | 14.6 | 1,732 | 12.6 |
| No | 9,096 | 12.7 | 3,120 | 13.9 | 5,976 | 12.0 |

# APPENDIX D

# FINANCIAL AID

## Table D-1
## Total Community College Financial Aid Awarded to CCS Cohort by Term and Need Condition

| Term | Total Financial Aid Awarded to Community College Starters | | | | |
|---|---|---|---|---|---|
| | Need-Based | | Non-Need Based | | Total Aid |
| | Aid Total | Percent of Total | Aid Total | Percent of Total | |
| Fall 1994 | $ 7,651,094 | 62% | $ 4,690,843 | 38% | $ 12,341,937 |
| Spring 1995 | $ 7,046,742 | 66% | $ 3,558,200 | 34% | $ 10,604,942 |
| Fall 1995 | $ 4,924,510 | 63% | $ 2,863,840 | 37% | $ 7,788,350 |
| Spring 1996 | $ 4,557,543 | 66% | $ 2,384,546 | 34% | $ 6,942,089 |
| Fall 1996 | $ 2,781,842 | 67% | $ 1,348,857 | 33% | $ 4,130,699 |
| Spring 1997 | $ 2,503,617 | 70% | $ 1,058,147 | 30% | $ 3,561,764 |
| Fall 1997 | $ 1,642,644 | 70% | $ 712,412 | 30% | $ 2,355,056 |
| Spring 1998 | $ 1,380,409 | 74% | $ 491,290 | 26% | $ 1,871,699 |
| Fall 1998 | $ 1,119,737 | 73% | $ 407,466 | 27% | $ 1,527,203 |
| Spring 1999 | $ 970,329 | 80% | $ 236,424 | 20% | $ 1,206,753 |
| Fall 1999 | $ 1,006,449 | 80% | $ 254,177 | 20% | $ 1,260,626 |
| Spring 2000 | $ 958,956 | 81% | $ 222,962 | 19% | $ 1,181,918 |
| Fall 2000 | $ 977,356 | 85% | $ 176,317 | 15% | $ 1,153,673 |
| Spring 2001 | $ 960,727 | 84% | $ 178,693 | 16% | $ 1,139,420 |

Note: Students enrolled in credit hours only

## Table D-2
## Total State University Financial Aid Awarded to SUS Cohort by Term and Need Condition

| Term | Total Financial Aid Awarded to State University Starters | | | | |
|---|---|---|---|---|---|
| | Need-Based | | Non-Need Based | | Total Aid |
| | Aid Total | Percent of Total | Aid Total | Percent of Total | |
| Fall 1994 | $ 8,937,629 | 43% | $ 11,878,820 | 57% | $ 20,816,449 |
| Spring 1995 | $ 8,568,084 | 44% | $ 10,774,384 | 56% | $ 19,342,469 |
| Fall 1995 | $ 7,845,046 | 49% | $ 8,138,033 | 51% | $ 15,983,079 |
| Spring 1996 | $ 7,806,394 | 50% | $ 7,730,606 | 50% | $ 15,537,000 |
| Fall 1996 | $ 8,513,056 | 53% | $ 7,647,902 | 47% | $ 16,160,958 |
| Spring 1997 | $ 8,655,574 | 53% | $ 7,593,940 | 47% | $ 16,249,514 |
| Fall 1997 | $ 7,664,793 | 49% | $ 8,057,427 | 51% | $ 15,722,221 |
| Spring 1998 | $ 7,398,525 | 50% | $ 7,462,364 | 50% | $ 14,860,889 |
| Fall 1998 | $ 4,019,684 | 67% | $ 1,955,327 | 33% | $ 5,975,011 |
| Spring 1999 | $ 3,210,427 | 70% | $ 1,381,784 | 30% | $ 4,592,211 |
| Fall 1999 | $ 1,745,230 | 71% | $ 716,124 | 29% | $ 2,461,355 |
| Spring 2000 | $ 1,425,283 | 70% | $ 598,383 | 30% | $ 2,023,666 |
| Fall 2000 | $ 1,118,521 | 71% | $ 451,200 | 29% | $ 1,569,721 |
| Spring 2001 | $ 906,955 | 70% | $ 392,739 | 30% | $ 1,299,694 |

**Table D-3**
**Financial Aid Recipients as a Percentage of Enrollment, CCS Cohort**
**by Term and Need Condition**

| Term | Students Receiving Financial Aid, CCS Starters Fall 1994 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Need-Based Aid | | | Non-Need Based Aid | | | Any Financial Aid | | |
| | Recipients | % | Total | Recipients | % | Total | Recipients | % | Total |
| Fall 1994 | 6,211 | 27.8% | 22,315 | 6,520 | 29.2% | 22,315 | 10,356 | 46.4% | 22,315 |
| Spring 1995 | 5,939 | 31.4% | 18,908 | 4,953 | 26.2% | 18,908 | 9,252 | 48.9% | 18,908 |
| Fall 1995 | 3,854 | 24.7% | 15,583 | 3,899 | 25.0% | 15,583 | 6,417 | 41.2% | 15,583 |
| Spring 1996 | 3,735 | 26.7% | 13,994 | 3,221 | 23.0% | 13,994 | 5,890 | 42.1% | 13,994 |
| Fall 1996 | 2,166 | 20.7% | 10,449 | 1,904 | 18.2% | 10,449 | 3,383 | 32.4% | 10,449 |
| Spring 1997 | 2,024 | 23.5% | 8,622 | 1,422 | 16.5% | 8,622 | 2,963 | 34.4% | 8,622 |
| Fall 1997 | 1,246 | 19.0% | 6,556 | 1,099 | 16.8% | 6,556 | 1,894 | 28.9% | 6,556 |
| Spring 1998 | 1,042 | 19.2% | 5,415 | 708 | 13.1% | 5,415 | 1,520 | 28.1% | 5,415 |
| Fall 1998 | 691 | 16.0% | 4,321 | 613 | 14.2% | 4,321 | 1,067 | 24.7% | 4,321 |
| Spring 1999 | 583 | 16.0% | 3,651 | 369 | 10.1% | 3,651 | 819 | 22.4% | 3,651 |
| Fall 1999 | 555 | 17.5% | 3,171 | 353 | 11.1% | 3,171 | 764 | 24.1% | 3,171 |
| Spring 2000 | 547 | 19.8% | 2,769 | 259 | 9.4% | 2,769 | 689 | 24.9% | 2,769 |
| Fall 2000 | 519 | 21.2% | 2,443 | 268 | 11.0% | 2,443 | 653 | 26.7% | 2,443 |
| Spring 2001 | 506 | 23.2% | 2,185 | 220 | 10.1% | 2,185 | 615 | 28.1% | 2,185 |

**Table D-4**
**Financial Aid Recipients as a Percentage of Enrollment, SUS Cohort**
**by Term and Need Condition**

| Term | Percentage of Students Receiving Financial Aid, SUS Starters Fall 1994 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Need-Based Aid | | | Non-Need Based Aid | | | Any Financial Aid | | |
| | Recipients | % | Total | Recipients | % | Total | Recipients | % | Total |
| Fall 1994 | 4,780 | 38.6% | 12,387 | 7,228 | 58.4% | 12,387 | 9,274 | 74.9% | 12,387 |
| Spring 1995 | 4,524 | 39.0% | 11,611 | 6,706 | 57.8% | 11,611 | 8,773 | 75.6% | 11,611 |
| Fall 1995 | 3,886 | 37.6% | 10,336 | 5,175 | 50.1% | 10,336 | 7,259 | 70.2% | 10,336 |
| Spring 1996 | 3,733 | 38.2% | 9,783 | 5,039 | 51.5% | 9,783 | 7,042 | 72.0% | 9,783 |
| Fall 1996 | 3,593 | 38.7% | 9,283 | 4,601 | 49.6% | 9,283 | 6,497 | 70.0% | 9,283 |
| Spring 1997 | 3,538 | 39.3% | 8,993 | 4,502 | 50.1% | 8,993 | 6,397 | 71.1% | 8,993 |
| Fall 1997 | 3,013 | 35.1% | 8,594 | 4,294 | 50.0% | 8,594 | 5,654 | 65.8% | 8,594 |
| Spring 1998 | 2,878 | 35.7% | 8,059 | 4,004 | 49.7% | 8,059 | 5,308 | 65.9% | 8,059 |
| Fall 1998 | 1,464 | 29.5% | 4,957 | 1,117 | 22.5% | 4,957 | 2,077 | 41.9% | 4,957 |
| Spring 1999 | 1,193 | 32.4% | 3,682 | 793 | 21.5% | 3,682 | 1,569 | 42.6% | 3,682 |
| Fall 1999 | 618 | 30.2% | 2,046 | 385 | 18.8% | 2,046 | 762 | 37.2% | 2,046 |
| Spring 2000 | 515 | 32.5% | 1,583 | 323 | 20.4% | 1,583 | 643 | 40.6% | 1,583 |
| Fall 2000 | 373 | 37.1% | 1,005 | 207 | 20.6% | 1,005 | 413 | 41.1% | 1,005 |
| Spring 2001 | 312 | 36.0% | 866 | 181 | 20.9% | 866 | 348 | 40.2% | 866 |

**Table D-5**
**Student Loan Debt Accumulated by CCS Starters,**
**by Highest Degree Held and Pell Grant Status**

| Highest Degree Held | All CCS Starters | | Without Pell Grant | | With Pell Grant | |
|---|---|---|---|---|---|---|
| | N | Median | N | Median | N | Median |
| No Credential | 3,606 | $ 1,312 | 1,099 | $ 1,120 | 2,507 | $ 1,313 |
| Apprentice/Certificate | 159 | $ 1,619 | 50 | $ 1,682 | 109 | $ 1,596 |
| AA/AS | 1,746 | $ 4,472 | 588 | $ 3,500 | 1,158 | $ 5,053 |
| Bachelor's | 1,933 | $ 10,327 | 896 | $ 8,995 | 1,037 | $ 10,780 |
| Master's | 93 | $ 12,796 | 52 | $ 11,383 | 41 | $ 18,834 |
| 1st Professional | 12 | $ 17,095 | 4 | $ 30,601 | 8 | $ 17,095 |

Notes:
1. Pell status is based on receipt of Pell Grant in any term during the tracking period.
2. Excludes consumer loans.

**Table D-6**
**Student Loan Debt Accumulated by SUS Starters,**
**by Highest Degree Held and Pell Grant Status**

| Highest Degree Held | All SUS Starters | | Without Pell Grant | | With Pell Grant | |
|---|---|---|---|---|---|---|
| | N | Median | N | Median | N | Median |
| No Credential | 1,903 | $ 5,500 | 690 | $ 4,279 | 1,213 | $ 6,322 |
| Apprentice/Certificate | 20 | $ 3,404 | 6 | $ 2,260 | 14 | $ 4,059 |
| AA/AS | 442 | $ 8,570 | 168 | $ 6,316 | 274 | $ 10,113 |
| Bachelor's | 3,747 | $ 14,141 | 1,716 | $ 13,200 | 2,031 | $ 15,090 |
| Master's | 339 | $ 17,437 | 168 | $ 14,707 | 171 | $ 20,908 |
| Advanced Master's | 8 | $ 16,769 | 5 | $ 16,666 | 3 | $ 16,872 |
| 1st Professional | 107 | $ 23,516 | 72 | $ 20,169 | 35 | $ 25,012 |

Notes:
1. Pell status is based on receipt of Pell Grant in any term during the tracking period.
2. Excludes consumer loans.

# APPENDIX E

# STUDY LIMITATIONS

## STUDY LIMITATIONS

1. ***Reliance on Social Security Numbers.*** Not all high school graduates have accurate Social Security Numbers (SSN) in the source system databases, and errors in SSNs may exist in each of the databases.

2. ***Definition of SUS Admissibility.*** Some high school graduates who were not identified as meeting SUS distribution and GPA/test score requirements for purposes of this analysis may in fact have been deemed to have met those requirements at an individual university.

3. ***Independent Sector.*** This study does not address postsecondary enrollment and progression by graduates from Florida's private high schools. Furthermore, the tracking of students through independent colleges and universities in Florida is very limited. During the tracking period, independent institutions were generally not required to submit SSN-level data to a state agency.

4. ***Out of State Students.*** Data on student enrollment and progression in institutions outside of Florida were not available and thus were not included in the current study.

5. ***Career Education.*** The analysis of enrollment activity by students in career education programs (i.e., those resulting in an Adult Technical Diploma or vocational certificate) is currently limited to those programs within the Community College System.

6. ***Family Income Data.*** The income data used in the current analysis are only for those students who took the SAT or the ACT. Therefore, the data may not be representative of the entire high school cohort.

# APPENDIX F

# BACCALAUREATE GRADUATION RATES

Seven Year Bivariate Rates for
Community College and State University Matriculants

# Tabl

# Bivariate Seven Year Baccalaureate Graduation R

| | | GENDER | | RACE/ETHNICITY | | | | | ESTIMATED FAMILY INCOME | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | White | Black | Hispanic | Asian | Native American | Less than $10,000 | $10,000 - $19,999 | $20,000 - $29,999 | $30,000 - $39,999 | $40,000 - $49,999 | $50,000 - $59,999 | $60,000 - $69,999 | $70,000 and abo |
| GENDER | Male | 18.9% | | 22.0% | 8.6% | 12.2% | 27.9% | * | 14.6% | 22.7% | 23.6% | 26.9% | 25.1% | 29.7% | 24.5% | 28.6% |
| | Female | | 23.0% | 27.3% | 12.5% | 15.6% | 22.8% | * | 21.4% | 22.4% | 25.7% | 29.1% | 34.9% | 34.0% | 36.6% | 40.4% |
| RACE/ETHNICITY | White | 22.0% | 27.3% | 25.0% | | | | | 19.5% | 26.3% | 28.5% | 31.1% | 30.6% | 33.1% | 30.9% | 35.6% |
| | Black | 8.6% | 12.5% | | 10.9% | | | | 20.1% | 17.0% | 13.5% | 10.8% | 21.7% | 25.0% | 25.0% | 32.0% |
| | Hispanic | 12.2% | 15.6% | | | 14.1% | | | 14.4% | 17.4% | 19.7% | 22.2% | 30.5% | 27.6% | 28.6% | 20.0% |
| | Asian | 27.9% | 22.8% | | | | 25.2% | | 33.3% | 31.9% | 27.4% | 28.9% | 44.4% | 27.3% | * | 31.3% |
| | Native American | * | * | | | | | 31.6% | * | * | * | * | * | * | * | * |
| ESTIMATED FAMILY INCOME | Less than $10,000 | 14.6% | 21.4% | 19.5% | 20.1% | 14.4% | 33.3% | * | 19.2% | | | | | | | |
| | $10,000 - $19,999 | 22.7% | 22.4% | 26.3% | 17.0% | 17.4% | 31.9% | * | | 22.5% | | | | | | |
| | $20,000 - $29,999 | 23.6% | 25.7% | 28.5% | 13.5% | 19.7% | 27.4% | * | | | 24.9% | | | | | |
| | $30,000 - $39,999 | 26.9% | 29.1% | 31.1% | 10.8% | 22.2% | 28.9% | * | | | | 28.2% | | | | |
| | $40,000 - $49,999 | 25.1% | 34.9% | 30.6% | 21.7% | 30.5% | 44.4% | * | | | | | 30.4% | | | |
| | $50,000 - $59,999 | 29.7% | 34.0% | 33.1% | 25.0% | 27.6% | 27.3% | * | | | | | | 32.1% | | |
| | $60,000 - $69,999 | 24.5% | 36.6% | 30.9% | 25.0% | 28.6% | * | * | | | | | | | 30.4% | |
| | $70,000 and above | 28.6% | 40.4% | 35.6% | 32.0% | 20.0% | 31.3% | * | | | | | | | | 34.6% |
| HIGH SCHOOL GPA | Less than 2.0 | 6.3% | 6.8% | 9.0% | 3.2% | 5.0% | 2.9% | * | 12.1% | 9.5% | 9.6% | 13.0% | 6.4% | 6.5% | 3.8% | 14.8% |
| | 2.00 to 2.49 | 14.8% | 14.9% | 17.8% | 8.4% | 11.1% | 9.9% | * | 4.9% | 15.7% | 16.9% | 17.1% | 22.5% | 17.0% | 26.1% | 30.6% |
| | 2.50 to 2.99 | 21.1% | 22.3% | 23.4% | 16.0% | 19.5% | 17.1% | * | 22.5% | 20.3% | 25.6% | 23.6% | 30.2% | 28.4% | 28.2% | 29.1% |
| | 3.00 to 3.49 | 31.3% | 30.0% | 31.9% | 27.5% | 24.9% | 31.2% | * | 28.9% | 26.3% | 25.7% | 32.6% | 35.6% | 40.5% | 38.0% | 45.3% |
| | 3.50 to 3.99 | 45.1% | 42.2% | 45.6% | 26.0% | 28.5% | 43.8% | * | 23.9% | 37.1% | 43.0% | 48.9% | 43.6% | 52.9% | 50.9% | 54.7% |
| | 4.0 and above | 59.8% | 60.0% | 60.4% | 54.5% | 44.4% | 65.8% | * | 50.0% | 58.3% | 46.4% | 62.1% | 63.8% | 71.4% | 60.0% | 75.9% |
| MET SUS COURSE REQUIREMENTS | Yes | 26.3% | 30.4% | 31.2% | 18.6% | 22.5% | 27.5% | 33.3% | 22.3% | 25.3% | 29.0% | 31.6% | 34.6% | 35.2% | 34.9% | 38.5% |
| | No | 11.1% | 14.1% | 16.0% | 6.3% | 7.9% | 22.1% | * | 15.6% | 17.5% | 16.7% | 19.6% | 19.3% | 22.7% | 19.1% | 24.4% |
| SAT EQUIVALENT SCORE | Less than 800 | 9.0% | 10.5% | 14.2% | 7.5% | 6.2% | 13.8% | * | 9.7% | 13.0% | 11.7% | 13.5% | 11.8% | 20.2% | 20.9% | 25.0% |
| | 800 to 899 | 17.0% | 24.2% | 22.6% | 13.6% | 19.9% | 27.5% | * | 23.2% | 21.3% | 22.0% | 24.3% | 26.6% | 20.4% | 22.2% | 31.5% |
| | 900 to 999 | 25.2% | 29.3% | 28.2% | 26.0% | 24.9% | 25.0% | * | 29.2% | 25.4% | 27.9% | 28.5% | 31.3% | 36.6% | 31.0% | 31.7% |
| | 1000 to 1099 | 26.7% | 37.7% | 33.4% | 22.6% | 27.7% | 35.8% | * | 27.3% | 29.2% | 31.1% | 34.6% | 38.3% | 35.3% | 35.6% | 40.9% |
| | 1100 to 1199 | 38.1% | 38.7% | 40.1% | 24.1% | 19.3% | 54.5% | * | 35.0% | 36.4% | 30.2% | 39.3% | 45.5% | 44.2% | 44.8% | 51.7% |
| | 1200 to 1299 | 36.8% | 49.5% | 43.5% | * | 31.3% | 45.5% | * | * | 47.8% | 47.1% | 50.9% | 33.3% | 46.3% | 38.1% | 44.7% |
| | 1300 to 1399 | 38.7% | 51.5% | 46.7% | * | * | * | * | * | 53.8% | 35.7% | 37.5% | 35.3% | 56.3% | * | * |
| | 1400 to 1499 | * | * | 35.7% | * | * | * | * | * | * | * | * | * | * | * | * |
| | 1500 to 1600 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

* Cell frequencies of ten or less not included



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# F-1
# tes for Fall 1994 Community College Matriculants

| HIGH SCHOOL GPA | | | | | | MET SUS COURSE REQUIREMENTS | | SAT EQUIVALENT SCORE | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ess than 2.0 | 2.00 to 2.49 | 2.50 to 2.99 | 3.00 to 3.49 | 3.50 to 3.99 | 4.0 and above | Yes | No | Less than 800 | 800 to 899 | 900 to 999 | 1000 to 1099 | 1100 to 1199 | 1200 to 1299 | 1300 to 1399 | 1400 to 1499 | 1500 to 1600 |
| 6.3% | 14.8% | 21.1% | 31.3% | 45.1% | 59.8% | 26.3% | 11.1% | 9.0% | 17.0% | 25.2% | 26.7% | 38.1% | 36.8% | 38.7% | * | * |
| 6.8% | 14.9% | 22.3% | 30.0% | 42.2% | 60.0% | 30.4% | 14.1% | 10.5% | 24.2% | 29.3% | 37.7% | 38.7% | 49.5% | 51.5% | * | * |
| 9.0% | 17.8% | 23.4% | 31.9% | 45.6% | 60.4% | 31.2% | 16.0% | 14.2% | 22.6% | 28.2% | 33.4% | 40.1% | 43.5% | 46.7% | 35.7% | * |
| 3.2% | 8.4% | 16.0% | 27.5% | 26.0% | 54.5% | 18.6% | 6.3% | 7.5% | 13.6% | 26.0% | 22.6% | 24.1% | * | * | * | * |
| 5.0% | 11.1% | 19.5% | 24.9% | 28.5% | 44.4% | 22.5% | 7.9% | 6.2% | 19.9% | 24.9% | 27.7% | 19.3% | 31.3% | * | * | * |
| 2.9% | 9.9% | 17.1% | 31.2% | 43.8% | 65.8% | 27.5% | 22.1% | 13.8% | 27.5% | 25.0% | 35.8% | 54.5% | 45.5% | * | * | * |
| * | * | * | * | * | * | 33.3% | * | * | * | * | * | * | * | * | * | * |
| 12.1% | 4.9% | 22.5% | 28.9% | 23.9% | 50.0% | 22.3% | 15.6% | 9.7% | 23.2% | 29.2% | 27.3% | 35.0% | * | * | * | * |
| 9.5% | 15.7% | 20.3% | 26.3% | 37.1% | 58.3% | 25.3% | 17.5% | 13.0% | 21.3% | 25.4% | 29.2% | 36.4% | 47.8% | 53.8% | * | * |
| 9.6% | 16.9% | 25.6% | 25.7% | 43.0% | 46.4% | 29.0% | 16.7% | 11.7% | 22.0% | 27.9% | 31.1% | 30.2% | 47.1% | 35.7% | * | * |
| 13.0% | 17.1% | 23.6% | 32.6% | 48.9% | 62.1% | 31.6% | 19.6% | 13.5% | 24.3% | 28.5% | 34.6% | 39.3% | 50.9% | 37.5% | * | * |
| 6.4% | 22.5% | 30.2% | 35.6% | 43.6% | 63.8% | 34.6% | 19.3% | 11.8% | 26.6% | 31.3% | 38.3% | 45.5% | 33.3% | 35.3% | * | * |
| 6.5% | 17.0% | 28.4% | 40.5% | 52.9% | 71.4% | 35.2% | 22.7% | 20.2% | 20.4% | 36.6% | 35.3% | 44.2% | 46.3% | 56.3% | * | * |
| 3.8% | 26.1% | 28.2% | 38.0% | 50.9% | 60.0% | 34.9% | 19.1% | 20.9% | 22.2% | 31.0% | 35.6% | 44.8% | 38.1% | * | * | * |
| 14.8% | 30.6% | 29.1% | 45.3% | 54.7% | 75.9% | 38.5% | 24.4% | 25.0% | 31.5% | 31.7% | 40.9% | 51.7% | 44.7% | * | * | * |
| 6.5% | | | | | | 11.7% | 5.4% | 4.5% | 10.2% | 11.0% | 19.4% | 16.7% | * | * | * | * |
| | 14.9% | | | | | 19.4% | 11.4% | 10.4% | 18.6% | 21.5% | 19.9% | 16.0% | 18.8% | * | * | * |
| | | 21.8% | | | | 24.8% | 15.8% | 15.2% | 23.0% | 27.5% | 27.3% | 27.0% | 12.5% | 23.1% | * | * |
| | | | 30.5% | | | 32.4% | 23.4% | 17.2% | 29.9% | 35.1% | 32.7% | 35.6% | 30.1% | 20.0% | * | * |
| | | | | 43.1% | | 45.0% | 34.3% | 27.3% | 39.3% | 40.8% | 47.2% | 43.8% | 51.7% | 37.5% | * | * |
| | | | | | 59.9% | 59.4% | 62.4% | * | 66.7% | 51.9% | 55.7% | 65.1% | 63.1% | 67.2% | * | * |
| 11.7% | 19.4% | 24.8% | 32.4% | 45.0% | 59.4% | 28.6% | | 17.1% | 25.5% | 31.2% | 34.3% | 38.2% | 44.4% | 43.9% | 45.5% | * |
| 5.4% | 11.4% | 15.8% | 23.4% | 34.3% | 62.4% | | 12.7% | 7.1% | 15.3% | 18.6% | 26.6% | 39.8% | 36.2% | 52.4% | * | * |
| 4.5% | 10.4% | 15.2% | 17.2% | 27.3% | * | 17.1% | 7.1% | 9.9% | | | | | | | | |
| 10.2% | 18.6% | 23.0% | 29.9% | 39.3% | 66.7% | 25.5% | 15.3% | | 21.1% | | | | | | | |
| 11.0% | 21.5% | 27.5% | 35.1% | 40.8% | 51.9% | 31.2% | 18.6% | | | 27.5% | | | | | | |
| 19.4% | 19.9% | 27.3% | 32.7% | 47.2% | 55.7% | 34.3% | 26.6% | | | | 32.6% | | | | | |
| 16.7% | 16.0% | 27.0% | 35.6% | 43.8% | 65.1% | 38.2% | 39.8% | | | | | 38.4% | | | | |
| * | 18.8% | 12.5% | 30.1% | 51.7% | 63.1% | 44.4% | 36.2% | | | | | | 43.1% | | | |
| * | * | 23.1% | 20.0% | 37.5% | 67.2% | 43.9% | 52.4% | | | | | | | 45.3% | | |
| * | * | * | * | * | * | 45.5% | * | | | | | | | | 33.3% | |
| * | * | * | * | * | * | * | * | | | | | | | | | * |

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# Table
# Bivariate Seven Year Baccalaureate Graduation Ra

| | | GENDER | | RACE/ETHNICITY | | | | | ESTIMATED FAMILY INCOME | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | White | Black | Hispanic | Asian | Native American | Less than $10,000 | $10,000 - $19,999 | $20,000 - $29,999 | $30,000 - $39,999 | $40,000 - $49,999 | $50,000 - $59,999 | $60,000 - $69,999 | $70,0 and ab |
| GENDER | Male | 58.4% | | 63.0% | 38.0% | 52.4% | 62.7% | * | 52.0% | 49.1% | 55.8% | 53.5% | 64.8% | 61.1% | 67.4% | 66.3 |
| | Female | | 67.8% | 71.7% | 58.0% | 58.6% | 71.4% | * | 59.6% | 58.2% | 63.1% | 67.1% | 68.2% | 69.4% | 74.1% | 78.3 |
| RACE/ETHNICITY | White | 63.0% | 71.7% | 68.0% | | | | | 61.5% | 58.1% | 61.9% | 62.9% | 69.4% | 68.1% | 73.9% | 74.7 |
| | Black | 38.0% | 58.0% | | 50.7% | | | | 50.6% | 49.8% | 49.3% | 55.9% | 52.3% | 59.2% | 54.7% | 63.0 |
| | Hispanic | 52.4% | 58.6% | | | 56.0% | | | 56.1% | 51.5% | 61.4% | 57.2% | 57.1% | 55.3% | 56.4% | 58.7 |
| | Asian | 62.7% | 71.4% | | | | 67.2% | | 68.4% | 61.7% | 73.5% | 67.3% | 74.1% | 59.6% | 72.7% | 60.7 |
| | Native American | * | * | | | | | 61.5% | * | * | * | * | * | * | * | * |
| ESTIMATED FAMILY INCOME | Less than $10,000 | 52.0% | 59.6% | 61.5% | 50.6% | 56.1% | 68.4% | * | 56.9% | | | | | | | |
| | $10,000 - $19,999 | 49.1% | 58.2% | 58.1% | 49.8% | 51.5% | 61.7% | * | | 54.7% | | | | | | |
| | $20,000 - $29,999 | 55.8% | 63.1% | 61.9% | 49.3% | 61.4% | 73.5% | * | | | 60.2% | | | | | |
| | $30,000 - $39,999 | 53.5% | 67.1% | 62.9% | 55.9% | 57.2% | 67.3% | * | | | | 61.4% | | | | |
| | $40,000 - $49,999 | 64.8% | 68.2% | 69.4% | 52.3% | 57.1% | 74.1% | * | | | | | 66.7% | | | |
| | $50,000 - $59,999 | 61.1% | 69.4% | 68.1% | 59.2% | 55.3% | 59.6% | * | | | | | | 65.9% | | |
| | $60,000 - $69,999 | 67.4% | 74.1% | 73.9% | 54.7% | 56.4% | 72.7% | * | | | | | | | 71.2% | |
| | $70,000 and above | 66.3% | 78.3% | 74.7% | 63.0% | 58.7% | 60.7% | * | | | | | | | | 72.9% |
| HIGH SCHOOL GPA | Less than 2.0 | 9.5% | 29.6% | 10.5% | 15.4% | 18.8% | * | * | * | 9.1% | * | 25.0% | * | * | * | * |
| | 2.00 to 2.49 | 30.9% | 36.2% | 38.5% | 29.3% | 28.6% | 31.8% | * | 29.0% | 28.4% | 32.8% | 33.3% | 46.4% | 32.1% | 38.6% | 38.5% |
| | 2.50 to 2.99 | 45.7% | 52.1% | 51.4% | 47.9% | 41.0% | 52.7% | * | 38.7% | 45.6% | 46.7% | 43.8% | 52.0% | 50.3% | 53.4% | 59.3% |
| | 3.00 to 3.49 | 56.0% | 63.5% | 63.5% | 54.7% | 55.0% | 50.3% | * | 61.4% | 51.3% | 58.3% | 59.1% | 58.4% | 60.6% | 64.4% | 69.2% |
| | 3.50 to 3.99 | 69.1% | 75.7% | 74.0% | 68.2% | 72.2% | 72.4% | * | 69.1% | 63.7% | 68.1% | 68.6% | 75.2% | 73.3% | 78.8% | 80.1% |
| | 4.0 and above | 84.5% | 85.4% | 85.8% | 85.1% | 80.1% | 83.7% | * | 84.0% | 77.4% | 81.2% | 83.5% | 84.4% | 83.3% | 89.0% | 89.8% |
| MET SUS COURSE REQUIREMENTS | Yes | 60.3% | 69.0% | 68.5% | 54.5% | 58.5% | 69.7% | * | 60.3% | 55.7% | 62.4% | 62.9% | 67.3% | 66.6% | 71.8% | 73.6% |
| | No | 43.1% | 57.5% | 62.7% | 32.4% | 36.3% | 50.6% | * | 38.8% | 46.9% | 44.7% | 49.1% | 59.6% | 58.3% | 62.7% | 63.2% |
| SAT EQUIVALENT SCORE | Less than 800 | 29.8% | 46.7% | 42.4% | 42.5% | 34.1% | 43.3% | * | 41.2% | 45.3% | 48.4% | 40.4% | 45.0% | 27.8% | * | 60.0% |
| | 800 to 899 | 39.4% | 55.4% | 54.8% | 47.1% | 47.8% | 50.7% | * | 57.0% | 49.0% | 41.0% | 52.3% | 44.2% | 51.4% | 41.0% | 60.0% |
| | 900 to 999 | 52.2% | 64.1% | 64.7% | 52.3% | 53.5% | 61.3% | * | 59.8% | 52.7% | 57.2% | 57.6% | 62.2% | 62.6% | 62.4% | 71.0% |
| | 1000 to 1099 | 56.5% | 66.5% | 64.5% | 55.5% | 57.6% | 63.5% | * | 55.3% | 52.5% | 59.6% | 61.2% | 60.2% | 63.6% | 67.7% | 68.4% |
| | 1100 to 1199 | 61.3% | 68.3% | 68.9% | 55.4% | 63.4% | 71.4% | * | 59.1% | 62.8% | 66.5% | 65.2% | 69.5% | 67.0% | 75.6% | 73.0% |
| | 1200 to 1299 | 68.3% | 77.3% | 72.6% | 75.4% | 71.1% | 80.6% | * | 64.0% | 58.7% | 66.7% | 63.1% | 77.3% | 70.1% | 80.0% | 80.1% |
| | 1300 to 1399 | 71.2% | 80.9% | 75.7% | 73.9% | 79.1% | 84.4% | * | 76.5% | 69.5% | 69.1% | 73.2% | 78.2% | 75.6% | 81.0% | 79.9% |
| | 1400 to 1499 | 78.4% | 83.0% | 79.5% | * | 75.0% | * | * | * | * | 82.4% | 76.7% | 75.0% | 86.2% | 89.5% | 79.7% |
| | 1500 to 1600 | 83.8% | 86.7% | 90.7% | * | * | * | * | * | * | * | * | * | * | * | 75.0% |

* Cell frequencies of ten or less not included



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# es for Fall 1994 State University Matriculants

| HIGH SCHOOL GPA | | | | | | MET SUS COURSE REQUIREMENTS | | SAT EQUIVALENT SCORE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ss than 2.0 | 2.00 to 2.49 | 2.50 to 2.99 | 3.00 to 3.49 | 3.50 to 3.99 | 4.0 and above | Yes | No | Less than 800 | 800 to 899 | 900 to 999 | 1000 to 1099 | 1100 to 1199 | 1200 to 1299 | 1300 to 1399 | 1400 to 1499 | 1500 to 1600 |
| 9.5% | 30.9% | 45.7% | 56.0% | 69.1% | 84.5% | 60.3% | 43.1% | 29.8% | 39.4% | 52.2% | 56.5% | 61.3% | 68.3% | 71.2% | 78.4% | 83.8% |
| 29.6% | 36.2% | 52.1% | 63.5% | 75.7% | 85.4% | 69.0% | 57.5% | 46.7% | 55.4% | 64.1% | 66.5% | 68.3% | 77.3% | 80.9% | 83.0% | 86.7% |
| 10.5% | 38.5% | 51.4% | 63.5% | 74.0% | 85.8% | 68.5% | 62.7% | 42.4% | 54.8% | 64.7% | 64.5% | 68.9% | 72.6% | 75.7% | 79.5% | 90.7% |
| 15.4% | 29.3% | 47.9% | 54.7% | 68.2% | 85.1% | 54.5% | 32.4% | 42.5% | 47.1% | 52.3% | 55.5% | 55.4% | 75.4% | 73.9% | * | * |
| 18.8% | 28.6% | 41.0% | 55.0% | 72.2% | 80.1% | 58.5% | 36.3% | 34.1% | 47.8% | 53.5% | 57.6% | 63.4% | 71.1% | 79.1% | 75.0% | * |
| * | 31.8% | 52.7% | 50.3% | 72.4% | 83.7% | 69.7% | 50.6% | 43.3% | 50.7% | 61.3% | 63.5% | 71.4% | 80.6% | 84.4% | * | * |
| * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| * | 29.0% | 38.7% | 61.4% | 69.1% | 84.0% | 60.3% | 38.8% | 41.2% | 57.0% | 59.8% | 55.3% | 59.1% | 64.0% | 76.5% | * | * |
| 9.1% | 28.4% | 45.6% | 51.3% | 63.7% | 77.4% | 55.7% | 46.9% | 45.3% | 49.0% | 52.7% | 52.5% | 62.8% | 58.7% | 69.5% | * | * |
| * | 32.8% | 46.7% | 58.3% | 68.1% | 81.2% | 62.4% | 44.7% | 48.4% | 41.0% | 57.2% | 59.6% | 66.5% | 66.7% | 69.1% | 82.4% | * |
| 25.0% | 33.3% | 43.8% | 59.1% | 68.6% | 83.5% | 62.9% | 49.1% | 40.4% | 52.3% | 57.6% | 61.2% | 65.2% | 63.1% | 73.2% | 76.7% | * |
| * | 46.4% | 52.0% | 58.4% | 75.2% | 84.4% | 67.3% | 59.6% | 45.0% | 44.2% | 62.2% | 60.2% | 69.5% | 77.3% | 78.2% | 75.0% | * |
| * | 32.1% | 50.3% | 60.6% | 73.3% | 83.3% | 66.6% | 58.3% | 27.8% | 51.4% | 62.6% | 63.6% | 67.0% | 70.1% | 75.6% | 86.2% | * |
| * | 38.6% | 53.4% | 64.4% | 78.8% | 89.0% | 71.8% | 62.7% | * | 41.0% | 62.4% | 67.7% | 75.6% | 80.0% | 81.0% | 89.5% | * |
| * | 38.5% | 59.3% | 69.2% | 80.1% | 89.8% | 73.6% | 63.2% | 60.0% | 60.0% | 71.0% | 68.4% | 73.0% | 80.1% | 79.9% | 79.7% | 75.0% |
| 14.9% | | | | | | 19.4% | 12.3% | 11.4% | 25.0% | 20.0% | * | * | * | * | * | * |
| | 33.1% | | | | | 34.8% | 28.0% | 33.0% | 34.3% | 35.3% | 32.6% | 32.6% | 35.3% | * | * | * |
| | | 49.2% | | | | 50.6% | 37.5% | 47.2% | 46.1% | 53.0% | 51.2% | 47.2% | 42.1% | 33.3% | * | * |
| | | | 60.4% | | | 61.0% | 52.4% | 45.0% | 57.8% | 64.6% | 61.9% | 60.6% | 57.3% | 59.2% | * | * |
| | | | | 73.1% | | 73.9% | 62.3% | 63.3% | 67.3% | 73.6% | 74.6% | 75.3% | 72.9% | 65.9% | 67.5% | * |
| | | | | | 85.1% | 85.0% | 85.4% | * | 90.9% | 81.0% | 82.1% | 84.9% | 86.3% | 85.2% | 86.5% | 87.0% |
| 19.4% | 34.8% | 50.6% | 61.0% | 73.9% | 85.0% | 65.4% | | 47.8% | 52.7% | 61.4% | 63.6% | 68.2% | 72.5% | 77.0% | 80.8% | 83.3% |
| 12.3% | 28.0% | 37.5% | 52.4% | 62.3% | 85.4% | | 51.1% | 24.1% | 36.9% | 47.5% | 50.2% | 62.0% | 77.6% | 69.3% | 73.7% | * |
| 11.4% | 33.0% | 47.2% | 45.0% | 63.3% | * | 47.8% | 24.1% | 41.0% | | | | | | | | |
| 25.0% | 34.3% | 46.1% | 57.8% | 67.3% | 90.9% | 52.7% | 36.9% | | 50.0% | | | | | | | |
| 20.0% | 35.3% | 53.0% | 64.6% | 73.6% | 81.0% | 61.4% | 47.5% | | | 59.9% | | | | | | |
| * | 32.6% | 51.2% | 61.9% | 74.6% | 82.1% | 63.6% | 50.2% | | | | 62.5% | | | | | |
| * | 32.6% | 47.2% | 60.6% | 75.3% | 84.9% | 68.2% | 62.0% | | | | | 67.7% | | | | |
| * | 35.3% | 42.1% | 57.3% | 72.9% | 86.3% | 72.5% | 77.6% | | | | | | 73.0% | | | |
| * | * | 33.3% | 59.2% | 65.9% | 85.2% | 77.0% | 69.3% | | | | | | | 76.3% | | |
| * | * | * | * | 67.5% | 86.5% | 80.8% | 73.7% | | | | | | | | 80.2% | |
| * | * | * | * | * | 87.0% | 83.3% | * | | | | | | | | | 84.6% |



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